



Supporting Kentucky's eLearning Ecosystem

Strategic Plan of the Kentucky Virtual University 2006-2009

*Creating a technology-supported,
lifelong learning environment that
results in better lives for Kentucky's
people.*

(KYVU Vision 2006)

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September 2006



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KYVU serves as a statewide advocate for access to learning through technology, a convener of partners that use resources effectively, and a catalyst for innovation and excellence in eLearning.

(KYVU Mission 2006)

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**Supporting Kentucky's eLearning Ecosystem
Strategic Plan of the Kentucky Virtual University: 2006-2009**

EXECUTIVE SUMMARY

Realizing and Evolving the Vision of 1997

Kentucky's eLearning ecosystem has grown dramatically since 1997. In that year the framers of the Kentucky Virtual University (KYVU) foresaw significant growth and opportunity for technology to increase access, efficiency, and effectiveness in postsecondary education. Nine years later the realization of this vision is evident across the nation – the South – and in Kentucky.

Nationally, course enrollments in distance learning courses have risen. Even in 2000-01, the last national analysis, the number had risen to 3.1 million from 1.7 million in 1997-98¹. In 2005, 62.5 percent of all postsecondary education institutions offered online courses to undergraduates. In the 16 states of the Southern Regional Education Board (SREB) the penetration was even higher at an impressive 69 percent². In Kentucky all of the public postsecondary education institutions offer online undergraduate instruction. And Kentuckians are increasingly taking advantage of distance learning. Between fall 2002 and fall 2005 the number of students taking all their courses at a distance rose by 48 percent. In the 2004-2005 academic year 55 percent of all students receiving a degree or credential had taken at least one distance learning course during the previous four years.

Describing Kentucky's eLearning Ecosystem

The scope of technology's impact on education is increasing. Technology enables unprecedented levels of cooperation, sharing, and leveraging of expertise and resources changing once discrete roles and services into multi-partner collaborative opportunities. Use of the terms "eLearning" and "ecosystem" are a deliberate expansion and description of how KYVU must position itself to catalyze continued development and growth in Kentucky's eLearning ecosystem.

The term "eLearning" or "electronic learning" encompasses a broad range of technologies used to teach. Using this term connotes an explicit inclusion of a much broader range of instructional activities, concerns, and opportunities with those of distance learning. While distance learning is certainly a

¹ Learning Opportunities: Distance Education at Postsecondary Institutions. NCES, 2004.

² Growing by Degrees: Online Education in the United States, 2005. Sloan Consortium (Sloan-C), March 2006.

prominent subset of eLearning, this term also aggregates uses of technology to support learning on-campus, at work, and at home as well.

Describing Kentucky's postsecondary education environment as an "ecosystem" is also intentional. In biological terms an ecosystem is a complex, dynamic community of individual groups, interacting with each other as a functional unit, plus the environment in which they live and react. Kentucky's eLearning ecosystem is no different. Across the virtual campus traditional "silo" activities of instructional design, development, delivery, and support are becoming increasingly consortial. From competency-based objectives to sharable content objects to course development teams – today's best practices in technology-supported instruction require coordination and collaboration. The result is a rapidly evolving symbiosis of innovation and potential integration that constantly challenges communities to reevaluate and rediscover their role in the ecosystem that is Kentucky eLearning.

KYVU's Role in eLearning

The state's official virtual campus opened its doors to students in the fall of 1999. KYVU partners with institutions and state agencies creating targeted entryways into online learning. Use of KYVU services has grown from less than 300 students in that opening semester to over 55,964 in the fall of 2005. Of these, 42,426 were served by Kentucky academic institutions. Enrollment in the not-for-credit courses offered within the KYVU infrastructure rose to 13,538. For the 2005-2006 academic year KYVU received and addressed 50,150 calls and emails through its Call Center and technical helpdesk services. On average, students who use KYVU services are 34 years old, about 70 percent of them are female, and over 75 percent are from a rural county. Even more significant, 28 percent of all students receiving a degree or credential in 2004-2005 had taken at least one distance learning course supported by KYVU.

When KYVU was established, online learning was in its infancy. Few institutions had the internet-based instructional experience, basic software, training, and technology services needed to teach online. During this incubation period KYVU provided statewide coordination, program development support, and became a service provider acquiring and providing applications and services to support integrated, statewide access to online learning. This included licensing and operation of course management software and the creation of the Kentucky Virtual Library. KYVU became an eLearning "utility." A model of Kentucky's postsecondary education eLearning environment during this period would resemble a pyramidal structure with KYVU leading statewide efforts and broadening out into individual institutional efforts (figure 1).

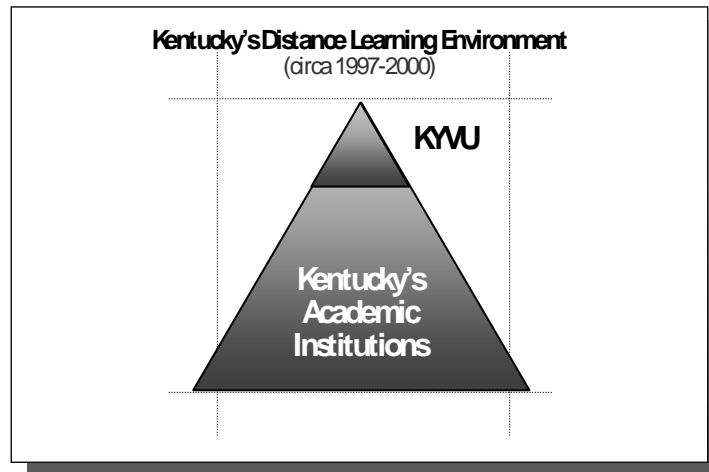


Figure 1

However, growth in Kentucky's eLearning ecosystem has not been the result of a KYU-centric model but through the discrete and confederated efforts of many players in an integrated and distributed eLearning ecosystem. From the presumptive epicenter of distance learning for the comprehensive universities as originally envisioned, KYU has become a supporter of statewide lifelong learning opportunities for a variety of academic, professional development, literacy, and workforce development instructional partners. This has meant changes to KYU services and new partners not originally envisioned in 1997, including partnerships with Kentucky Adult Education, Education Professional Standards Board (EPSB), the Kentucky Virtual High School, Kentucky GEAR UP, Early Childhood Development, Office of Employee and Organizational Development (OEOD), and the Kentucky Department of Criminal Justice Training. The new model of Kentucky's eLearning ecosystem reveals a significantly more symbiotic, collaborative, and interdependent model (figure 2).

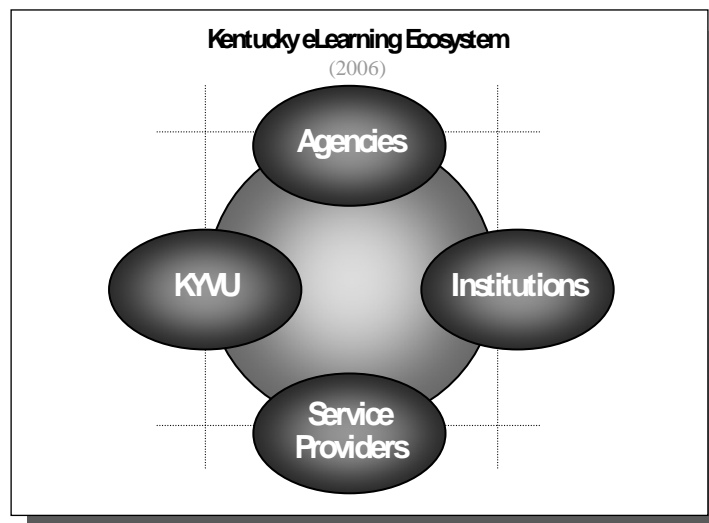


Figure 2

The needs for KYVU services are changing as the enterprise matures. Development of this strategic plan confirmed that while some newer partners still need such basic services as Web sites, course management software, and registration capabilities, many partners have become their own utilities, expertly managing core, mission-critical, production services without the need of KYVU. The need for KYVU to be a statewide, full-service eLearning utility is diminishing while the need for KYVU to support growth and innovation in Kentucky's eLearning ecosystem is increasing.

Working with a broad spectrum of Kentucky's eLearning experts over the past 12 months (see Appendix F: KYVU Strategic Planning Milestones & Timeline), KYVU has revisited and updated its vision, mission, and goals to reflect the changing needs, expectations, and opportunities of its constituencies. The strategic planning effort has included input from multiple constituencies. These groups included faculty, students, and representatives of Kentucky's secondary, postsecondary, and state agency education communities. The result is the forward-looking revised KYVU mission directing Kentucky's virtual campus to serve less as a utility and more "as a statewide advocate for access to learning through technology, a convener of partners that use resources effectively, and a catalyst for innovation and excellence in eLearning."

KYVU's New Strategic Direction

The role of KYVU is also integral to the aspirations and initiatives of the Council on Postsecondary Education. Kentucky's Public Agenda for Postsecondary and Adult Education calls for a fundamental, profound shift in the way the postsecondary system approaches its work. The focus of the Council has been refined from an input focus that sought to add 80,000 students in postsecondary education to a more outcome-based goal of creating the plan and capacity to award an additional 800,000 bachelors degrees by 2020.

At the heart of this agenda are five questions emphasizing the importance of maintaining affordable, high-quality postsecondary opportunities leading to more certificates and degrees, better jobs, and more productive, meaningful lives. The KYVU vision compliments and supports the "One Mission: Better Lives for Kentucky's People" mission of the Council. The goals and objectives of the KYVU strategic plan have been developed to achieve results that support the Public Agenda and its five questions:

1. Are more Kentuckians ready for postsecondary education?
2. Is Kentucky postsecondary education affordable for its citizens?
3. Do more Kentuckians have certificates and degrees?
4. Are more college graduates prepared for life and work in Kentucky?

5. Are Kentucky's people, communities, and economy benefiting?

eLearning in Kentucky has, and will continue to, exceed expectations. The impact of technology on Kentucky's educational future will continue to broaden and deepen as KYVU pursues its vision to create a technology-supported, lifelong learning environment that results in better lives for Kentucky's people (see Appendix A: Raising Mary). With new P-20 partnerships like the Kentucky Education Network and the award-winning³ statewide BlackBoard Course Management System Consortium, broad links have been forged between the Kentucky Department of Education, the Council on Postsecondary Education, public and independent postsecondary education institutions, and other state agencies. Kentucky's critical mass of eLearning experience and expectations will result in more demand for and growth of eLearning instruction over the next three years than in the previous nine. This exponential growth will also result in increasing and evolving needs for high-quality, innovative eLearning services.

The KYVU strategic plan ensures KYVU will play a vital, symbiotic, and significant role in supporting Kentucky's eLearning ecosystem and in meeting the goals of the Public Agenda. KYVU contributions will center around its roles as an advocate creating awareness of and expanding access to learning via eLearning, as a convener of partners leveraging resources and fostering collaborations, and a catalyst informing planning and decisionmaking and incubating eLearning innovation and excellence.

KYVU VISION STATEMENT

KYVU aspires to create a technology-supported, lifelong learning environment that results in better lives for Kentucky's people.

KYVU MISSION STATEMENT

KYVU serves as a statewide advocate for access to learning through technology, a convener of partners that use resources effectively, and a catalyst for innovation and excellence in eLearning.

KYVU GOALS

EXPAND ACCESS: KYVU increases educational opportunities by using technology to overcome the barriers of location, time, and physical challenges, giving all Kentuckians the chance to succeed.

³ In April 25, 2006, KYVU, all public postsecondary institutions, the Education Cabinet, KDE, COT, and the Center for Rural Development. Received an award for Best IT Collaboration for their BlackBoard consortial license which will standardize online classroom environments. The peer-nominated "Best of Kentucky Technology Awards" were given by the Commonwealth Office of Technology (COT) and Government Technology magazine in recognition of the work, vision and drive of the state's brightest public officials and IT professionals.

Key Outcomes: *Reduction of digital divide issues and policy and practice barriers that prevent technology-based lifelong learning and increase the number of courses and programs available online.*

FOSTER COLLABORATION: KYVU promotes statewide collaborations among K-12 schools, colleges, universities, and workforce agencies that sustain lifelong learning.

Key Outcomes: *Increased communication and coordination of common events, initiatives, and opportunities across the P-16 educational and eLearning ecosystem including a statewide sharable content repository.*

CREATE AWARENESS: KYVU attracts Kentucky's people to technology-based lifelong learning opportunities through marketing and serves as an information clearinghouse to the educational community.

Key Outcomes: *Revised KYVU identity, comprehensive marketing plan, marketing tools, and services that increase enrollments via distance learning courses and programs and support retention in postsecondary education.*

INFORM PLANNING & DECISIONMAKING: KYVU collects, analyzes, and uses statewide and benchmark data to determine needs, make decisions, and assess the impact of eLearning.

Key Outcomes: *An eLearning research agenda and reporting that monitors, informs, and guides Kentucky's eLearning leaders.*

INCUBATE eLearning EXCELLENCE: KYVU fosters innovative technologies that enhance the quality and accessibility of eLearning.

Key Outcomes: *A innovative, catalytic incubator to support the investigation of instructional technologies and models that ensure effective, high-quality services and learning.*

LEVERAGE RESOURCES: KYVU takes advantage of economies of scale through collaborative activities as a good steward of the public's resources.

Key Outcomes: *Focused initiatives that identify, structure, and guide multi-partner efforts to explore, acquire, and manage statewide instructional technologies that result in cost-savings for Kentucky.*

Supporting Kentucky's eLearning Ecosystem Strategic Plan of the Kentucky Virtual University: 2006-2009

KYVU: eLearning and Evolution

The KYVU is an operational unit of the Kentucky Council on Postsecondary Education (CPE). In May 1997, as the Kentucky Postsecondary Education Improvement Act was under debate in the General Assembly, the Commonwealth was forced to examine itself as a state mired in long-term poverty, with low college-going rates, a low wage structure, and historical out-migration of its citizens in search of better jobs and better lives. The act, or House Bill 1 as it is referred to, was the legislature's attempt to marshal every means possible, financial, structural, and political, to increase college-going and success rates in Kentucky. One initiative, the creation of what is now called the Kentucky Virtual University (KYVU), was a consensus response to the need for a vehicle that would expand access to Kentucky's existing and proposed new postsecondary education opportunities. It was not an effort to create a new college or university. Rather, the KYVU focus, from the beginning, has been to enhance access to accredited learning opportunities. Indeed, the original proposal for a "commonwealth virtual university" came from a committee of Kentucky's college and university presidents who approved the initiative, and, as statutory members of the Distance Learning Advisory Committee (DLAC), have directed KYVU and statewide distance learning policy development ever since.

When it was created by the Kentucky General Assembly, the Commonwealth Virtual University, now KYVU, was envisioned as:

"...the academic programs made available to the citizens of the Commonwealth through the use of modern methods of communications and information dissemination as determined by the Council on Postsecondary Education after consideration of the recommendations of the Distance Learning Advisory Committee and the needs expressed by the regional advisory groups."

The Kentucky Postsecondary Education Improvement Act of 1997 (excerpted in Appendix B) went on to propose that:

"The regional universities shall be the primary developers and deliverers of baccalaureate and master's degree programs to be delivered by the Commonwealth Virtual University; however, this does not preclude the University of Kentucky, the University of Louisville, or independent colleges from offering baccalaureate and master's degree programs or other course offerings, and community colleges and technical institutions from offering

associate and technical degree programs or other courses through the Commonwealth Virtual University.”

Thus, a founding intent of the KYVU was to make the educational offerings of Kentucky’s academic postsecondary education institutions available to Kentuckians. Once the act was passed, interpretation and implementation of its intent moved to the agencies and entities the General Assembly had determined most appropriate to manage the initiatives. In the case of KYVU, the act established the Council as the entity to:

“...determine the allocation of tuition, course offerings, source of courses, technology to be used, and other matters relating to the use of distance learning to promote education through the Commonwealth Virtual University” (House Bill 1, May 30, 1997).

Through consultation with Commonwealth Virtual University (CVU), workgroups (in areas such as academic services, faculty development, student services, and marketing) were established to provide input to the Council and, through debate in the forum of DLAC, the CPE staff developed the “Policy Statement Guiding Development of the Commonwealth Virtual University.” This policy statement was passed as a recommendation by DLAC and approved by the Council July 13, 1998 (see Appendix C). While broad and detailed in its delineation of CVU roles, responsibilities, and audiences, an essential paragraph of the three-page document captures the key mission and objectives for the CVU at that time:

“The mission of the CVU is to be a student-centered, technology-based system for coordinating the delivery of postsecondary education that meets the needs of citizens and employers across the Commonwealth. Through enabling policies and appropriate technologies, the CVU shall consist initially of three primary components: (1) a clearinghouse for quality distance learning opportunities provided by existing institutions within and outside the state, primarily certificate and degree programs; (2) competency-based credentialing; and (3) a single point of access to statewide student library and academic support services” (CPE, July 13, 1998).

This “policy statement” (in its entirety) is the most recent comprehensive mission statement formally approved for the KYVU by DLAC and the Council. In the intervening years informal changes were made in the way KYVU expressed its mission. These involved including adult education as an integral part of postsecondary education as management of state adult education programs moved to the Council from the Workforce Development Cabinet, starting with Senate Bill 1 in 2000 and completed by executive order in 2004.

Understanding KYVU

The Kentucky Virtual University (KYVU) is an innovation of the Commonwealth of Kentucky and the Council on Postsecondary Education. KYVU, which includes the Kentucky Virtual Library, was created as part of the Kentucky Postsecondary Education Improvement Act of 1997. The KYVU does not offer degrees. Credit-bearing academic courses and programs supported by KYVU come from accredited postsecondary institutions. State agencies use KYVU services to provide supplementary education for Kentucky citizens from kindergarten to post-graduate education as well as professional development courses.

The Kentucky Virtual Library (www.kyvl.org) serves all Kentucky citizens by providing a convenient, single access point for statewide online library resources. The KYVL provides resources for K-12 students, librarians and educators, college and university faculty and students, adult educators and students, and patrons of all public libraries in the Commonwealth. Through the KYVL they can access over 40 licensed indexing, abstract, and databases with over 9,000 full-text journals and magazines. They can make use of other services: an online “How to Do Research” tutorial, delivery of books and documents from one library to another (interlibrary loan), transmission of articles by FAX or email, and training for the state’s librarians and educators. The KYVL has become an unqualified success with over 900,000 searches a month on licensed electronic databases during peak periods, averaging 600,000/month. The KYVL supports the students and citizens of Kentucky at all stages of life and learning.

The state’s official virtual campus opened its doors to students in the fall of 1999. Enrollment in the KYVU has grown from less than 300 students in that opening semester to over 55,964 in the fall of 2005. Of these, 42,426 were served by Kentucky academic institutions. Enrollment in the not-for-credit courses offered within the KYVU infrastructure rose to 13,538. On average students who use KYVU services are 34 years old, about 70 percent of them are female, and over 75 percent are from a rural county. KYVU partners with institutions and state agencies creating targeted entryways into the KYVU portal. KYVU also hosts five Web sites for instructional partners:

- www.KYVU.org
- www.KYVAE.org (in partnership with Kentucky Adult Education)
- www.KyEducators.org (in partnership with Education Professional Standards Board)
- www.KYVU4k12.org (with the Kentucky Virtual High School and Kentucky GEAR UP)
- www.LETky.org (with the Kentucky Department of Criminal Justice Training)

KYVU Services

For its postsecondary and state agency partners, the KYVU acts as a clearinghouse for online course and program information, a provider of services that support online instruction. Both KYVU and KYVL work hard to be "high-touch" as well as "high-tech." KYVU provides many key services to the citizens of Kentucky, the students who request courses, and the faculty and staff who offer the many different educational experiences available on the KYVU. The primary services KYVU offers are:

- **KYVU Online Course Catalog:** As of spring 2006, students can search the KYVU database of over 1,400 courses and 100 online academic, professional development, and adult education programs.
- **KYVU Call Center:** Potential students, enrollees, faculty, and staff can dial toll-free during business hours to get help with registration or account enrollment issues -- or email anytime.
- **KYVU 24/7 Live Technical Support:** Students and instructors can access technical assistance any time when they dial toll-free or go to the 24/7 Tech Help Desk Web site to start a chat session or fill out the help request form.
- **Universal Coordinated Advising Network (U CAN):** Provides online feedback for academic counseling questions, including financial aid.
- **KYVU Instructional Design Services:** KYVU offers instructional design services to KYVU provider institutions.
- **KYVU Revolving Loan Fund:** KYVU offers a Revolving Loan Fund to encourage institutions to develop more online programs to be offered via the KYVU. Institutions receive interest free loans that are repaid in three years to provide funds for more program development.
- **KYVU Course Management Software (CMS):** KYVU currently provides the ANGEL CMS, and subsidizes the statewide consortial agreement for the BlackBoard CMS, for development and delivery of Web-based instruction.
- **Illuminate:** KYVU provides access to Illuminate, an online, interactive, meeting and real-time instructional support application.
- **KYVU's eLearning Resource Management Assistance (eRMA) software:** This system provides a single sign-on portal (using existing username/password) providing access to all KYVU learning platforms, including ANGEL, PLATO Web Learning Network, Worldwide Interactive Network (WIN) Career Solutions, KET LiteracyLink, Learning to Teach with Technology Studio, the KY Virtual Library's electronic databases, and online admissions and registration functions.
- **Training:** All KYVU and KYVL partners receive training on all the KYVU/VL "family" of servers, including ANGEL, eRMA, KYVL electronic databases.
- **KYVU EduCart:** A statewide e-payment gateway that connects to Link2Gov, a contracted credit card processor allowing students to register, pay, and enter into professional development instruction online.

KYVU Staff Organization

Staffing at KYVU has changed several times since its inception. Alterations have reflected emerging and diminishing needs, as well as budget reductions. For example, KYVU originally had several dedicated technology support and Web development staff. Over the years this staff was shared, and then formally moved, to support broader Council information technology needs. Some lead positions, including Chief Academic Officer, Chief Student Services Officer, and Director of Marketing, were lost when staff were either reassigned or left. Current KYVU staff composition is shown in figure 3.

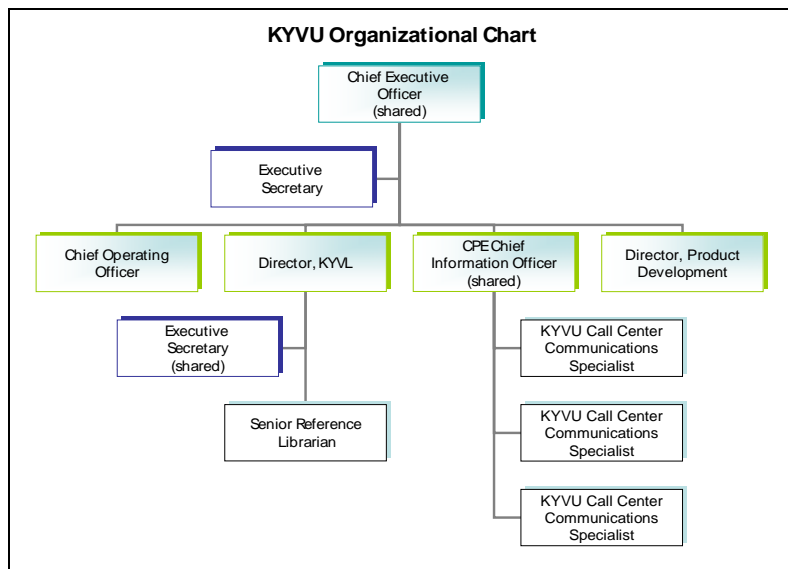


Figure 3

KYVU Advisory Structure

KYVU brings together its many statewide partners in three principal forums: the KYVU Coordinators, the Distance Learning Advisory Committee (DLAC), and the Distance Learning Steering Team (DLST) (see figure 4). In addition, the Kentucky Virtual Library has its own recommending body, the Virtual Library Advisory Committee (VLAC), comprised of representatives from state, public, and institutional libraries.

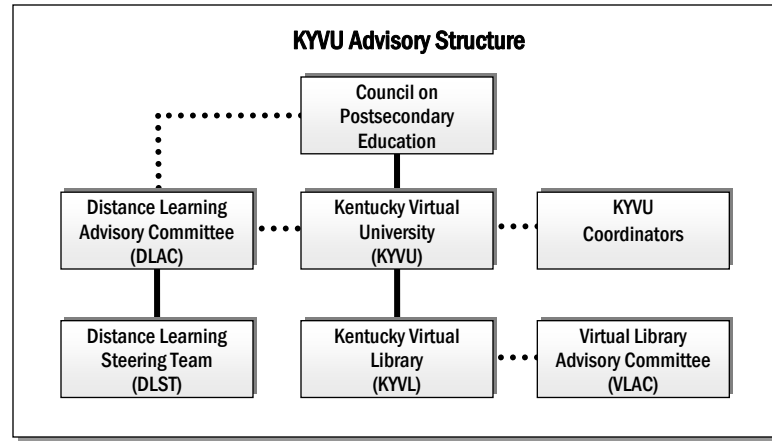


Figure 4

The primary strategic forum for KYVU is the statutorily created Distance Learning Advisory Committee (see figure 5). DLAC is comprised of institutional, agency, and associated state level leaders. It is the primary recommending body for KYVU, and to the Council for distance learning issues. In 2004 the DLAC created the Distance Learning Steering Team (DLST) to serve as the primary operational body for DLAC (see Appendix D). While DLAC meets twice a year, the DLST meets approximately every two months addressing on-going and emerging issues, planning, coordination, and opportunities.

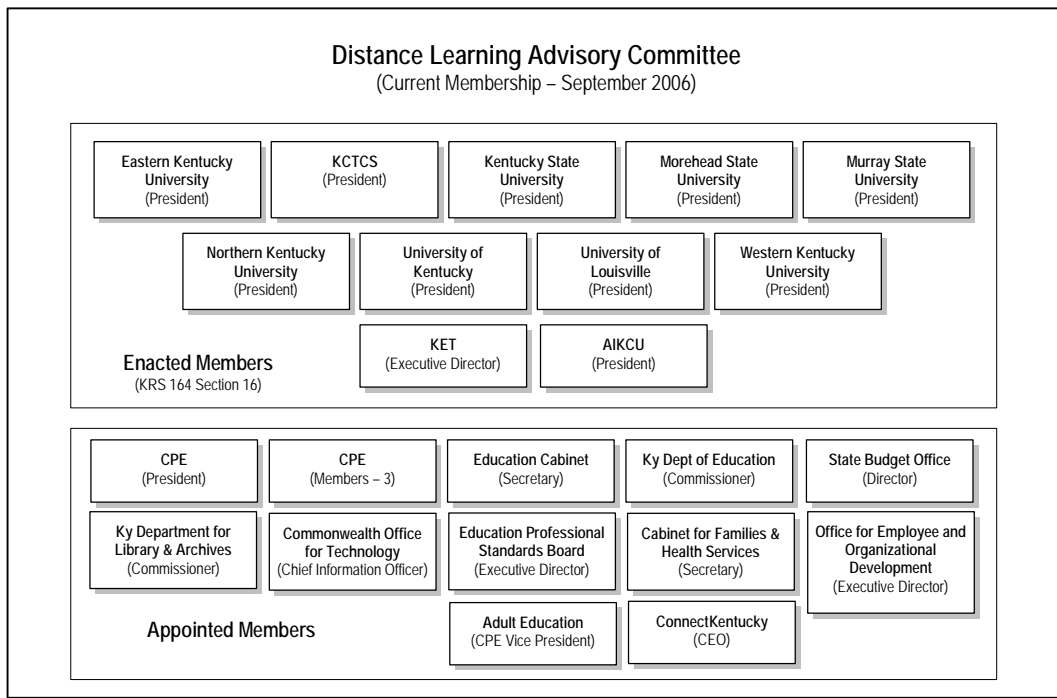


Figure 5

KYVU's primary operational forum has traditionally been the KYVU Coordinators. This group consists of representatives from all KYVU instructional partners. The group meets approximately quarterly to address issues, updates, policy, and training associated with utilization, planning, and development of KYVU services.

An Evident Need to Evolve

“Clearly, the KYVU has experienced significant change over the past three to four years...Although the number of students accessing the services of KYVU continues to increase...Significant questions exist about the current and future mission of KYVU, its most effective governance and administrative structure, and evidence of the effectiveness of KYVU and its operations and services.”(SACS, June 15, 2005, p. 18)

Much has changed at KYVU, at the campuses of its partners, and in the academic world in which they operate. Since its inception in 1997, and its operational launch in the fall of 1999, much has changed for KYVU and the ecosystem in which it operates. The basic technologies for Web sites, course management, and content development have grown, matured, and changed significantly. These increased capabilities have resulted in the emergence of new markets for online learning in Kentucky – predominantly those of adult education, teacher professional development, and support of training done by state agencies. The experience and expertise of instructional partners and learners also have evolved to higher levels of sophistication and expectation. This has led to increasing numbers of faculty and learners using KYVU services – from many more constituencies than were originally envisioned by the framers of the virtual university.

Between fall 2002 and fall 2005 the number of students taking all their courses online rose by 68 percent from 4,560 to 6,743. Even more significant, of the 42,773 students of public and independent institutions graduating in 2004-2005, a total of 23,501, or 55 percent, had taken at least one distance learning course during the previous four years.

On May 1-4, 2005, a SACS Special Committee visited KYVU at its offices in Frankfort, Kentucky. Of the 25 recommendations that resulted from that review, no less than 20 relied on an updated mission statement and revised strategic plan. KYVU responded to SACS on April 1, 2006, and on July 7, 2006, received notification that SACS had concluded its review of KYVU finding that “the focus of the inquiry had become overly centered on the internal operations of KYVU, and not focused sufficiently on the member institutions...[therefore] KYVU itself will be under no obligation to respond to any of the issues raised in the earlier report.”

As a result of the SACS visit, in early fall 2005, the KYVU staff began a strategic planning process to update the KYVU vision, mission, and goal statements to recognize new realities and opportunities in

eLearning. The strategic planning effort included input from multiple constituencies. These groups included faculty, students, and representatives of the Distance Learning Advisory Committee, Distance Learning Steering Team, Council of Chief Academic Officers (CCAO), Postsecondary Education Technology Advisory Committee (PETAC), KYVU Distance Learning Coordinators, KYVL Advisory Committee (VLAC), KYVL Distance Learning Librarians, Faculty Development Workgroup (FDW), and the KCTCS Distance Learning Peer Team. In addition, the Distance Learning Advisory Committee charged its operational committee, the Distance Learning Steering Team, to work with KYVU in the development of the response to SACS and the concurrent strategic planning process. Finally, the KYVU strategic plan and mission statement were developed to be consistent with the five questions of the CPE Public Agenda.

An Evolving and Refining Mission for CPE.

The role of KYVU is integral to the aspirations and initiatives of the Council on Postsecondary Education. Kentucky's Public Agenda for Postsecondary and Adult Education calls for a fundamental, profound shift in the way the postsecondary system approaches its work: while institutions once competed against each other for their own interests, the Public Agenda challenges them to work together for the common good. At the heart of this agenda are five questions—powerful reminders of the public we serve. The questions emphasize the importance of maintaining affordable, high-quality postsecondary opportunities leading to more certificates and degrees, better jobs, and more productive, meaningful lives. These five questions guide the work of the entire adult and postsecondary education system.

1. Are more Kentuckians ready for postsecondary education?
2. Is Kentucky postsecondary education affordable for its citizens?
3. Do more Kentuckians have certificates and degrees?
4. Are more college graduates prepared for life and work in Kentucky?
5. Are Kentucky's people, communities, and economy benefiting?

In 2005 the CPE undertook an update of its Public Agenda and the five questions. One result is an explicit shift in emphasis from increasing enrollments (inputs) to increasing the number of Kentuckians holding degrees and certificates (outputs). The CPE goal then is to put Kentucky at the national average for citizens holding baccalaureate degrees by 2020. Achieving this goal will require Kentucky to increase bachelor's degree holders from 400,000 to 800,000. The utilization of technology to increase access, capacity, effectiveness, and efficiency of Kentucky's postsecondary education institutions will be critical to achieving this goal.

KYVU's New Strategic Direction

eLearning in Kentucky has, and will continue to, exceed expectations. The impact of technology on Kentucky's educational future will continue to broaden and deepen as KYVU pursues its vision to create a technology-supported, lifelong learning environment that results in better lives for Kentucky's people (see Appendix A: Raising Mary). With new P-20 partnerships like the Kentucky Education Network and the award-winning⁴ statewide BlackBoard Course Management System Consortium, broad links have been forged between the Kentucky Department of Education, the Council on Postsecondary Education, public and independent postsecondary education institutions, and other state agencies. Kentucky's critical mass of eLearning experience and expectations will result in more demand for and growth of eLearning instruction over the next three years than in the previous nine. This exponential growth will also result in increasing and evolving needs for high-quality, innovative eLearning services.

The two most visible changes for KYVU will be its focus and to its name. Based upon input during the strategic planning process and through on-going input as KYVU continues to assess the quality of and need for its services, it will begin placing more emphasis on exploring and incubating emerging technologies and developing statewide consortial agreement to acquire them than on owning and operating core, production services. Also, as a result of questions by SACS and input from strategic planning focus groups, development teams, and DLAC, the Kentucky Virtual University will symbolize its change in focus with a change in name.

Changing Focus from “Utility” to Advocate, Convener, and Catalyst

The KYVU strategic plan ensures KYVU will play a vital, symbiotic, and significant role in supporting Kentucky's eLearning ecosystem and in meeting the goals of the Public Agenda. KYVU contributions will center around its roles as an advocate creating awareness of, and expanded access to learning via eLearning, a convener of partners leveraging resources and fostering collaborations, a catalyst informing planning and decisionmaking and incubating eLearning innovation and excellence.

Advocate for Awareness and Expanding Access

KYVU will use its Web presence to attract Kentucky's people to technology-based lifelong learning opportunities through marketing and serve as an information clearinghouse to the educational community. A revised KYVU identity, comprehensive marketing plan, and marketing tools and services will increase enrollments and support retention in postsecondary education. KYVU will support efforts to increase educational opportunities by using technology to overcome the barriers of location, time, and physical challenges, giving all Kentuckians the chance to succeed. KYVU will have as its primary focus the goal to reduce digital divide issues as well as policy and practice barriers that prevent technology-based lifelong learning.

⁴ In April 2006,

A Convener of Partners

To foster collaboration, KYVU will promote statewide collaborations among K-12 schools, colleges, universities, and workforce agencies that sustain lifelong learning. To do this it will support communication and coordination of common events, initiatives, and opportunities across the P-16 educational and eLearning ecosystem. KYVU also will help eLearning partners to leverage their resources taking advantage of economies of scale through collaborative activities. KYVU will support, and when appropriate lead, focused initiatives that identify, structure, and guide multi-partner efforts to explore, acquire, and manage statewide instructional technologies.

A Catalytic Incubator

KYVU will collect, analyze, and use statewide and benchmark data to determine needs, make decisions, and assess the impact of eLearning. KYVU will establish and maintain an eLearning research agenda and reporting process that monitors, informs, and guides Kentucky's eLearning leaders. Finally, KYVU will foster innovative technologies that enhance the quality and accessibility of eLearning. It will build on existing partnerships to establish an innovative, catalytic incubator to support the investigation of instructional technologies and models that ensure effective, high-quality services and learning.

What's in a Name?

The enabling language of the Kentucky Postsecondary Education Improvement Act of 1997, crafted and enacted by the Kentucky General Assembly, bestows upon KYVU the name "university." Later the Council explicitly stated this use was not meant to indicate KYVU should aspire to, pursue, or achieve accreditation of the Carnegie designation of university. Instead, use of the term "university" was to connote postsecondary education of the highest order of quality and aspiration for the citizens of the Commonwealth.

In 2005 the SACS Special Committee recommended CPE review and consider the appropriateness of the use of the word "university" in the title. Indeed, KYVU, as a utility supporting awareness and delivery of distance learning courses, did not award credit, certificates, diplomas, or degrees and thus did not meet strict Carnegie classification standards for the use of title "university."

During the KYVU strategic plan development process, focus groups including institutions, agencies, faculty, and online students responded to this concern with responses ranging from the desirability of the "university" association of quality and higher education to the use being inappropriate. In general, there was a consensus that the term could be confusing for virtual learners. Based on this input, DLAC, at its March 22, 2006, meeting, recommended that KYVU not use the term "university." DLAC directed KYVU to explore alternative names which retain the brand awareness of KYVU while more clearly denoting its evolving mission and role in Kentuckians' postsecondary education environment.

Maintaining and Assessing Attainment

Each year KYVU will develop and execute a work plan based upon strategies identified to accomplish the goals and objectives specified in the strategic plan. The KYVU will, in partnership with DLAC, annually review progress made by the work plan and emerging needs for redefinition of the strategic plan (see Appendix F: KYVU Strategic Planning Milestones & Future Timeline).



VISION STATEMENT

KYVU aspires to create a technology-supported, lifelong learning environment that results in better lives for Kentucky's people.

MISSION STATEMENT

KYVU serves as a statewide advocate for access to learning through technology, a convener of partners that use resources effectively, and a catalyst for innovation and excellence in eLearning

GOALS

EXPAND ACCESS

KYVU increases educational opportunities by using technology to overcome barriers of location, time, and physical challenges, giving all Kentuckians the chance to succeed.

FOSTER COLLABORATION

KYVU promotes statewide collaborations among K-12 schools, colleges, universities, and workforce agencies that sustain lifelong learning.

CREATE AWARENESS

KYVU attracts Kentucky's people to technology-based lifelong learning opportunities through marketing and serves as an information clearing house to the educational community.

INFORM PLANNING & DECISIONMAKING

KYVU collects, analyzes, and uses statewide and benchmark data to determine needs, make decisions, and assess the impact of eLearning.

INCUBATE eLearning EXCELLENCE

KYVU fosters innovative technologies that enhance the quality and accessibility of eLearning.

LEVERAGE RESOURCES

KYVU takes advantage of economies of scale through collaborative activities as a good steward of the public's resources.

GOALS & OBJECTIVES

EXPAND ACCESS

KYVU increases educational opportunities by using technology to overcome the barriers of location, time, and physical challenges, giving all Kentuckians the chance to succeed.

OBJECTIVES:

Advocate, in partnership with CPE, to reduce policy and practice barriers that prevent technology-based lifelong learning: (PAQ3⁵)

- Advocate for financial aid for non-traditional students.
- Advocate for technology-based programmatic models that enable dual credit.
- Increase accessibility of Kentucky postsecondary education Internet-based instruction for students with disabilities.

Reduce the digital divide issues through: (PAQ4)

- Partner with ConnectKentucky to establish affordable broadband access.
- Increase awareness of emerging/ marginal user groups, e.g., Latino.
- Increase the computer and Internet literacy of Kentucky's people through online tutorials on KYVL.

⁵ “PAQ” references the Public Agenda Question most specifically addressed by the KYVU objective.

FOSTER COLLABORATION

KYVU promotes statewide collaborations among K-12 schools, colleges, universities, and workforce agencies that sustain lifelong learning.

OBJECTIVES:

Establish the Kentucky SCOUT (Search and Contribute to the Organizational Understanding of Technology) program: (PAQ3)

- Fund Kentucky representation at eLearning events where individuals will attend and report back findings in appropriate statewide Kentucky venues.
- Expand Kentucky presence through regional and national forums including the Southern Regional Education Board (SREB), the Western Cooperative for Educational Telecommunications (WCET), the ADL Co-Lab, Sloan-C Consortium, and EDUCAUSE.

Ensure the issues and needs of all Kentucky's distance learning communities are equitably and adequately addressed: (PAQ3)

- Improve DLAC participation and advise DLAC on membership composition.
- Represent CPE on the Commonwealth Office for Technology (COT) Advisory Council.

Establish the “Kentucky Conference on Convergence:” (PAQ3)

- Convene an annual forum which includes themes and offerings on distance learning/teaching;
- Respond to invitation from current “Breaking Down Barriers” conference partners [(Connected Learning in Kentucky (CLiK), State Assisted Academic Library Council of Kentucky (SAALCK), Kentucky Higher Education Computing Conference (KHECC), and Kentucky Department of Education (KDE)] to increase sectors participating in a statewide eLearning conference.
- Include slots on distance learning issues, support for the Southern Regional Education Board's Electronic Campus digital content review chart for accessibility, and faculty development and scholarship issues.

Establish the Kentucky Digital Cooperative to increase the number of instructional programs, resulting in a degree or certificate, collaborating via eLearning: (PAQ3)

- The Kentucky Digital Cooperative will be an “education programmatic cooperative” facilitating collaboration among partners and expanding program opportunity for Kentucky's people.

Identify and encourage program development for non-traditional students , students with different learning needs, and students who do not adapt to the traditional classroom: (PAQ3)

- Target high-demand courses and programs and support their redesign with a goal to reduce costs, improve quality, and increase availability.
- Support statewide collaborative programs.
- Advocate for linking adult learning to academic credit.

Advocate and support links between K-12 and postsecondary education: (PAQ1)

- **UCAN (Universal Coordinated Advising Network)** streamlines interactions between multiple call centers and institutional and agency partners; personalizes and makes more efficient interactions between learners and institutions; provides accountability for students who get lost between the cracks; provides outreach channels for institutions to market to targeted students; and ensures follow-up and continuing linkage with institution services and staff.
- **Go-Higher Kentucky (GHK)** increases interactions between KYVU and GHK, e.g., use of mentor function to support KYVU4K12 learners.

Align KYVU services with institutional and agency needs: (PAQ3)

- KYVU must determine if its support services are necessary in the current marketplace.
- Regular, reliable communications with partners three times during semester (opening course/Web site display, reconciling and negotiating pending enrollments, closing out registration).
- Build scalable, modular, user-friendly, flexible, standards-based applications and services to meet needs of new KYVU mission.
- Evolve KYVU's eLearning Resource Management Assistant (eRMA) to support on-going and emerging cross partner and platform transactions including support of the KYVU catalog.
- Support services for specific institution and agency training initiatives for current and emerging partners including: Kentucky Adult Education, Education Professional Standards Board, Office for Employee and Organizational Development, Law Enforcement Training of Kentucky (LETKy), and the Kentucky Early Mathematics Testing Program (KEMTP).
- Plan for transition of KYVU services as partner needs evolve and change, e.g., KYVU support of multiple course management systems.
- Make every effort to have funds restored to the operations budget for KYVU and KYVL in order to better support institutional and agency needs.

CREATE AWARENESS

KYVU attracts Kentucky's people to technology-based lifelong learning opportunities through marketing and serves as an information clearinghouse to the educational community.

OBJECTIVES:

Establish a new name for KYVU that connects with education users: (PAQ3)

- Design image and name that conveys and supports Kentucky's agenda for K-20 lifelong learning. Use nationwide benchmarks to inform plans.
- Leverage existing KYVU brand/image
- Respond to partner and SACS concerns over unaccredited use of "university."

Develop a comprehensive marketing plan to inform Kentucky's people of online educational and lifelong learning opportunities: (PAQ3)

- Establish a KYVU marketing advisory group to increase marketing of eLearning opportunities to learners around the state.
- Use research developed under the KYVU research agenda to determine target markets.
- Utilize KYVU's variety of lifelong learning options in a marketing campaign in an effort to raise the public perception/value of education.

Develop the marketing tools and collateral materials to increase awareness and understanding of Kentucky's online offerings: (PAQ3)

- Redesign the KYVU and KYVL Web sites in accordance with new emphasis and look.
- Redesign the interactive catalog and Web sites in collaboration with users, institution/agency partners and citizens.
- Establish a Kentucky eLearning listserv to increase awareness, understanding, and participation in statewide eLearning efforts.
- Prepare packet of materials explaining educational opportunities offered via KYVU.

Coordinate the KYVU marketing efforts with other initiatives: (PAQ3)

- Launch new KYVU identity campaign.
- Participate and support the CPE/KHEAA Go Higher Kentucky marketing.
- Use Kentucky eLearning annual report and other media to increase awareness.
- Use GoHigherKy.org Web site.
- Attend academic recruitment conferences across the state.

INFORM PLANNING and DECISIONMAKING

KYVU collects, analyzes, and uses statewide and benchmark data to determine needs, make decisions, and assess the impact of eLearning.

OBJECTIVES:

Develop a coordinated “KYVU Research Agenda” to inform and guide KYVU statewide, institutional, and agency planning efforts. (PAQ3) Research should include more than KYVU students – all online students and faculty as a unique set – and address quality as well as quantity. These research efforts should address:

- A review of existing marketing research to inform and support marketing planning.
- Document the impact of traditional and non-traditional students in achieving 2020 degree goals and how eLearning can be their best mode of learning.
- Suggested research topics:
 - Statewide awareness of and interest for online learning opportunities.
 - Marketing survey (utilize some KYVU 2000 survey questions).
 - Needs assessments to identify academic and workforce development program needs that can be addressed by eLearning.
 - Identify unmet instructional needs among students, academic advisors, business community, and workforce supervisors.
 - Gap analysis on needed professional development and for-credit opportunities for innovative skills.
 - Identify high-demand courses that are difficult to get. Work with instructional partners/audiences, students, and academic advisors to identify the courses then facilitate development of one online course per year using course redesign model. Priority: programs that result in more degrees in top priority areas including science, engineering, technology, and math (STEM).
- Conduct an environmental scan of virtual entities and leading state/systemwide initiatives

Produce a Kentucky eLearning Annual Report and other reports to communicate the results of the research: (PAQ3)

- Create report on distance learning data from each college and show relationship to accountability report and 2020 goals. Topics: academic distance learning, Kentucky Education Network (KEN), Internet 2, KYVL, KET, ITV uses data from CPE database, eRMA, and other resources. Reports on KYVU as a subset of activities.
- Incorporate KYVU statistics in all CPE documents; include KYVU/KYVL in all CPE employee orientations; reports at all CPE staff meetings.

Establish a “vital signs” initiative that monitors evidence of success/failure of the statewide system of eLearning. (PAQ3)

Work with CPE performance and assessment unit to determine leading indicators, target audiences, and assessment strategies to address academic, workforce, community, and economic development needs: (PAQ3)

- Establish distance learning goals in Public Agenda; build on contacts within CPE Academic Affairs; consider re-instituting CPE Brown Bag lunch program.

- Set goals to increase the number of non-traditional students matriculating and graduating with a baccalaureate degree by 2020.

Align KYVU staff resources and structure. Ensure all KYVU resources are aimed toward priority activities identified by the strategic planning process.: (PAQ3)

- Perform a comprehensive review of the KYVU's staff. Add additional staff members as deemed appropriate at the earliest possible opportunity with special consideration given to employment of one new staff member with experience in academic affairs and another with experience in student services.
- Work with CPE staff to identify opportunities and develop initiatives, e.g., increase transfer opportunities, identification, general education, and competency-based learning.
- Provide professional development for KYVU staff on quality customer service practices.
- Establish continuing "feed-back" agenda item for KYVU staff meetings; what are people telling others about KYVU; regular meetings with vendors for input to inform KYVU (perspective, perceptions, external developments).

INCUBATE eLearning EXCELLENCE

KYVU fosters innovative technologies that enhance the quality and accessibility of eLearning.

OBJECTIVES:

Create the Kentucky Center for Academic Innovation to support the investigation of instructional models that are highly efficient, effective, and scalable: (PAQ3)

- The KCAI will be a “skunkworks” environment that can be accessed at a distance for the experimentation by the regional groups. It will facilitate technology exploration and innovation using early adopters to seek out the newest technology trends for applicability, e.g., games-based learning solutions, Internet2, mobile learning, and support their activities as they test, try, and report the results to all interested.

Establish standards and policy to ensure all KYVU instructional partners have and use a quality assurance process to develop and review courses that are submitted to KYVU. (PAQ3)

- Identify a workgroup to review the KYVU Principles of Best Practice, compare with benchmarks to determine if revisions or new policy are needed.
- Publish and distribute policies that adhere to principles of good educational practice and disseminate to students, faculty, and other interested parties – such as copyright law and other issues of academic integrity.
- Support statewide use of the Quality Matters model of quality improvement through funding portion of statewide Quality Matters annual membership.
- Ensure that the KYVU catalog provides clear and accessible documentation of the quality review for each course offered (including accessibility).
- Expand the KYVU Online Excellence Awards to fund five Honorable Mentions.
- Support establishment of an accessible course design committee.
- Establish an association with the Quality Matters initiative.

KYVU will ensure that professional development is available to all course designers (agency employees, faculty, etc.) regarding best practices for eLearning content. (PAQ3)

- Identify eLearning professional development needs of KYVU constituencies and match with professional development offerings of KYVU partners.
- Facilitate evaluation of effectiveness (feedback) of innovations developed.

LEVERAGE RESOURCES

KYVU takes advantage of economies of scale through collaborative activities as a good steward of the public's resources.

OBJECTIVES:

Identify cross-partner opportunities to leverage resources and increase the collaboration of statewide eLearning and distance education infrastructure throughout the Commonwealth. (PAQ3)

- Gather purchasing agents together to learn how best to craft innovative RFPs, master agreements, and effective service level agreements.
- Work with the Commonwealth Office for Technology's Project Manager Office to assure standardization of the contracts and process for awarding.
- Review current services and establish statewide consortial purchase agreements for common resources.
- Aggregate partner budgets to enable KYVU acquisition and management of services and develop consortial fee structures for statewide resources; utilize KYVU foundational funding to support consortial purchases.
- Identify commercial content providers that provide quality learning and certification programs that fulfill an identified need and acquire on behalf of interested institutions and agencies, e.g., Plato, Thinkwell, Certiport.
- Hire personnel/consultant to lead resource leveraging opportunities, e.g., Kentucky Education Network (KEN), help desk RFP.
- **Internet 2.** Profile Internet 2 applications to enhance teaching and learning. Build infrastructure for interactive collaboration. Establish Internet 2 assessment model for learning outcomes.

Establish a Statewide Kentucky P-16 Learning Object Repository Workgroup to make available learning objects to be used in professional development as well as P20 academic credit and non-credit courses. (PAQ3)

- Key stakeholders to invite from: technology, faculty, instructional design, librarians, DLST including (and possibly with sub-committees for) SREB Sharable Content Object Repositories for Education (SCORE) project, Annenberg mirror site storage, and KET Encyclomedia. Include in KEN development plans as initial use for network.
- Enhance collaborative efforts of the Kentucky Virtual Library, including expansion of licensed databases and the addition of multi-media collections, learning objects, curriculum support materials, and additional resources for all KYVL constituents and partners.

Initiate/advocate/adopt standards-based system interfaces for porting program & course information, enrollments, and learning objects across organizations. (PAQ3)

- Establish BlackBoard Systems Administration workgroup.
- Support development of BlackBoard customizations that enable collaboration and sharing, e.g., Copyright Clearinghouse, eLuminate; support standards-based Web services; support Shibboleth and uPortal technologies and implementation; KYVL single sign-on/connection to KYVU portal with count per account type; single sign-on to each partner's CMS from KYVU portal ; encourage peer-group sharing of solutions.

- Facilitate articulated relationships with KYVU, BlackBoard, and ConnectKy.
- Increase utility of CAS for lifelong learners. Research/compare CPE's Course Applicability System (CAS) vis-à-vis eNavigator.
- Add KYVU representation to KEN applications committee.

Supporting Kentucky's eLearning Ecosystem

Strategic Plan of the Kentucky Virtual University 2006-2009

Appendices

KYVU serves as a statewide advocate for access to learning through technology, a convener of partners that use resources effectively, and a catalyst for innovation and excellence in eLearning.

(KYVU Mission 2006)

DRAFT – DRAFT – DRAFT – DRAFT – DRAFT – DRAFT – DRAFT

Appendix A: Raising Mary

It is 2:00 Sunday afternoon. Mary, a 10th grader in the Gear Up Kentucky program, is trying to shoo away her brothers and sisters and clear the kitchen table so she can work on her homework. Finally, all is quiet. She sits down at her laptop (on loan from her school) and logs on to her portal at www.ken.ky.gov (via statewide broadband wireless network). She types in her ID and Password upon a prompt and up pops her portal (where all her learning records are kept). Next to a personal greeting from KEN (Kentucky Education Network), Mary sees the updates from her school counselor on Mary's progress on math (which was identified as her weak area by Gear Up assessment test), news on environmental issues that she elects to receive for her research paper, grades for this past semester from her school, online class news from Jefferson Community College where she dually enrolled in English (which was identified as her strong area by ACT) and an online AP history course from Kentucky Virtual High School, couple of emails from her friends, and a progress chart for her learning goals (Individual Learning Plan, ILP) – graduating from high school and getting a degree in environmental studies as quickly as she can so she can help her single mother support her brothers and sisters. She clicks on her math supplementary course listed in her portal and starts working on her assignment. Mary looks at the kitchen clock. The online tutoring (Online Tutoring Service) is on duty. She clicks on the tutoring button and up pops a friendly helper in a separate window. Mary asks the tutor if she can assist her with the assignment. The tutor, having the same screen display as Mary's, reviews Mary's work, and takes Mary through the process with her problem watching Mary's typing displayed right on her screen. Thus done, the tutor informs Mary that with this problem solved, the rest of her assignment should be a shoo-in for Mary.

Fast forward to year after next. Mary is doing well based on her ILP with caring support from her teachers, counselors and online instructors. In a late Sunday evening, Mary logs on to her portal to see if her transcripts have been automatically sent from her high school to Kentucky State University (Seamless Data System), if she has been admitted to KSU, and if her financial aid has been processed and approved (GoHigher Portal). The good news jumps out right at her next to the greeting! She is now a college student! She can now proceed to register for the courses. She clicks on the registration button on her portal and it immediately shows her the status of the courses she wants to take. One is full and the other one is still available. She fills out the registration form from her portal for the available course. When she clicks on the course that is full, her advisor comes online (Online Advising Service) and searches the course catalog with Mary for an equivalent course from KCTCS (Course Applicability System). When found, Mary registers for the replacement course using the same form. Upon completion of registering for these 2 courses, Mary is prompted for textbooks to be ordered, library resources and services needed, online tutoring services, and online writing help. Mary does not have time to explore these options other than ordering and paying for the textbooks online from her portal.

In yet another late Sunday evening after the summer school starts, Mary logs on to her portal to do her course work. Buttons for her 2 classes are on the top page, listing the assignments she needs to do. She clicks on the 1st button and it takes her to a Blackboard course offered by KCTCS without going through another ID/Password

(Single Sign-on). When she clicks on the assignment, up pops the help including instructor's lecture notes and library resources pertinent to the assignment. Still having problems, Mary clicks on reference help (Online Reference Service) and out pops the friendly librarian. Having the same screen display as Mary, the librarian takes Mary to available full text databases, library catalogs, videos in KET's Encyclomedia, and the Web resources to search on her topic. Learning how to search along the way, Mary thanks the librarian and gathers all information to finish her 1st assignment. Mary then clicks on the 2nd button and it takes her to a Blackboard course offered by KSU without going through another ID/Password (Single Sign-on). The lecture notes and library resources are useful. But Mary needs someone to help her with the essay. She clicks on online writing help (Online Writing Tutoring Service) and out pops an online tutor. Mary shows the tutor her draft. The tutor helps her re-structure her essay and makes suggestions on the wording. Mary finally finishes her work. She is tired but glad that she has done the best she can with such limited study time she has.

Juggling 2 part-time jobs and taking full loads for 4 years, Mary can now see the end of the tunnel near. She is on track to graduate with a B.S in environmental science and a teaching certificate for high school. She is the first one in her family to have a college degree. Looking back, Mary is grateful for the convenient and easy-to-use one-stop portal that follows her throughout her learning path and all the just-in-time support services she receives via the portal. Without that, Mary knows that she won't be where she is today. She also knows that her sisters and brothers look up to her and think it is possible to be whatever they want to be.

Fast forward to the first day when Mary, the science teacher, arrives in KYSmallTown High School before the school starts. There are only 5 girls and 6 boys in her class. The lab equipment is old and dilapidated. The science program is on the verge of being phased out. Mary sees a challenge. She logs on to her portal (Lifelong Learning portal), clicks on Resources for Teachers, out pops the learning objects (Digital Learning Objects Repository) that she can grab to build her online component for the class. She selects games that make learning fun, remote instrumentation (Internet2) that makes up the lack of equipment at school, virtual field trips that the class can take sitting in the classroom, videoconferencing that connects her students with experts in Germany, students in India and China as they discuss how global warming comes about and what they can do to help, and, at last but not least, a set of assessment tools (Online Assessment) to use for measuring her students' performance as the class progresses. Using Internet2 connection, Mary works virtually with her fellow scientists in Australia involved in the Southern Skies Project on observing the movement of a star and plans to incorporate the team's findings into her curriculum. Mary feels hopeful that she can engage and nurture her students in learning by using the world as the classroom even as they live deep down here in a rural community in Kentucky. After all, she can't think of a better way to give back to the community that has given her so much. Mary rubs her blurry eyes, slings her laptop over her shoulder and walks into the night fragrant with fresh mountain air.

Scenario developed by Miko Pattie

Appendix B: Kentucky Postsecondary Education Improvement Act of 1997⁶

AN ACT relating to postsecondary education and declaring an emergency. Be it enacted by the General Assembly of the Commonwealth of Kentucky:

SECTION 1. This Act may be cited as the "Kentucky Postsecondary Education Improvement Act of 1997."

SECTION 12. A NEW SECTION OF KRS CHAPTER 164 IS CREATED TO READ AS FOLLOWS:

- (b) The Council on Postsecondary Education may establish separate subsidiary programs and related accounts to provide financial assistance to the postsecondary education system in acquiring infrastructure necessary to acquire and develop electronic technology capacity; to encourage shared program delivery among libraries, institutions, systems, agencies, and programs; to provide funding for the Commonwealth Virtual University under Section 16 of this Act; and other programs consistent with the purposes of postsecondary education, the adopted strategic agenda, and the biennial budget process.

SECTION 16. A NEW SECTION OF KRS CHAPTER 164 IS CREATED TO READ AS FOLLOWS:

- (1) The Commonwealth Virtual University shall be the academic programs made available to the citizens of the Commonwealth through the use of modern methods of communications and information dissemination as determined by the Council on Postsecondary Education after consideration of the recommendations of the Distance Learning Advisory Committee and the needs expressed by the regional advisory groups.
- (2) The council shall establish a Distance Learning Advisory Committee to advise the council on matters relating to the Commonwealth Virtual University. The members of the advisory committee shall include the presidents of each of the nine (9) state postsecondary education institutions, the executive director of the Kentucky Educational Television Network, a representative of the Association of Independent Kentucky Colleges and Universities, and other representatives as the council deems appropriate. The committee shall elect its chair and other officers as it deems necessary.
- (3) The council, after receiving the recommendations of the Distance Learning Advisory Committee, shall establish policies to control and promote the use of distance learning systems to be used by the Commonwealth Virtual University to increase the availability of all postsecondary education programs throughout the state in the most efficient manner. The regional universities shall be the primary developers and deliverers of baccalaureate and master's degree programs to be delivered by the Commonwealth Virtual University; however, this does not preclude the University of Kentucky, the University of Louisville, or independent colleges from offering baccalaureate and master's degree programs or other course offerings, and community colleges and technical institutions from offering associate and technical degree programs or other courses through the Commonwealth Virtual University.
- (4) The council shall determine the allocation of tuition, course offerings, source of courses, technology to be used, and other matters relating to the use of distance learning to promote education through the Commonwealth Virtual University.

⁶ Source: Extracted from: General Assembly of the Commonwealth of Kentucky, 1997 EXTRAORDINARY SESSION, HOUSE BILL NO. 1 (As enacted Friday, May 30, 1997).

Appendix C: Policy Statement Guiding Development of the Commonwealth Virtual University (July 13, 1998)

Background

The Commonwealth Virtual University (CVU) created with passage of the Kentucky Postsecondary Education Improvement Act of 1997, will play a critical role in achieving the goals for 2020 outlined in that legislation – in particular, the need to create a postsecondary education system that is accessible, efficient, and responsive to the needs of Kentucky's citizens and economic stakeholders.

To initiate the planning and development of the CVU, the Distance Learning Advisory Committee (DLAC) of the Kentucky Council on Postsecondary Education (CPE) sought input from Kentucky's postsecondary leadership as well as national leaders in the field. This policy statement reflects that input and represents the general consensus reached by the DLAC and the CPE relative to broad policy guidelines for developing the CVU. These guidelines will provide direction to the next stage in the planning and development effort.

CVU Mission and Purpose

The mission of the CVU is to be a student-centered, technology-based system for coordinating the delivery of postsecondary education that meets the needs of citizens and employers across the Commonwealth. Through enabling policies and appropriate technologies, the CVU shall consist initially of three primary components: 1) a *clearinghouse* for quality distance learning opportunities provided by existing institutions within and outside the state, primarily certificate and degree programs; 2) *competency-based credentialing*, and 3) a single point of access to *statewide student library, and academic support services*.

Consistent with the statewide strategic agenda for postsecondary education, the primary purposes of the CVU are to:

- Enhance and expand educational access and increase educational attainment across Kentucky.
- Upgrade workforce skills and expand professional development through basic and continuing education.
- Increase collaboration and foster efficiency and effectiveness in delivering courses and programs.
- Enhance educational quality.
- Increase global competitiveness of Kentucky's educational resources.

Targeted Clients

Given the CVU's charge to increase access to and attainment of postsecondary education experiences, the CVU will target the following primary clients, recognizing, at the same time, that the nature of electronic delivery systems is such that potential users/clients are essentially unlimited:

- Adult students
- Place-bound and time-bound students
- Employers and employees in business, industry, and government
- P-12 students, teachers, and administrators
- Traditional residential students
- Students living in other states and countries

Role of the CPE

The Council on Postsecondary Education is responsible for establishing CVU policy and ensuring CVU development in partnership with Kentucky's postsecondary education institutions and consistent with HB1. The Initial responsibility of the CPE in the development of the CVU is to identify and adopt an effective, efficient organizational structure and operating unit for administering the CVU. The CVU shall not be a freestanding, separately accredited degree-granting institution ***but will function with standing and ad hoc advisory committees, including an academic council, that are primarily made up of representatives of the postsecondary education institutions.***

The CPE will work closely with both public and independent institutions through the DLAC in fulfilling the following CVU-related responsibilities:

- Adopt an organizational structure for managing CVU daily operations.
- Develop new enabling policies and review existing CPE legal responsibilities and policies, including those related to tuition, fees, financial aid, extended-campus (e.g., geographic service areas), academic program development and review, transferability of credit, accountability, and others, in light of the CVU mandate, and revise as appropriate.
- Conduct needs assessments for courses, degree programs, and services.
- Develop a statewide plan for providing and marketing distance-learning access to postsecondary education.
- Identify appropriate providers to meet identified needs.
- ***Emphasize efficiency in the delivery of coherent programs of study normally leading to certificates of degrees, and in providing administrative and academic support services to students and faculty.***
- Develop and maintain a clearinghouse system that, among other things, will provide a focal point for student and educator access to a wide variety of services, a statewide catalogue of information for students, and a statewide schedule of CVU courses and program offerings.
- Establish principles of good practice and quality standards for educational offerings.
- Facilitate statewide faculty development initiatives.
- ***Establish outcomes measures and accountability processes to assess the efficiency and effectiveness of CVU offerings.***
- Identify pilot initiatives.
- Provide funding incentives that further the mission and purposes of the CVU.

Role of Postsecondary Institutions

The goals of the Commonwealth Virtual University shall first be attained through the cooperative efforts of Kentucky's existing postsecondary institutions. Pursuant to the Kentucky Postsecondary Education Improvement Act of 1997, "the regional universities shall be the primary developers and deliverers of baccalaureate and master's degree programs to be delivered by the Commonwealth Virtual university; however, this does not preclude the University of Kentucky, the University of Louisville, of independent colleges from offering baccalaureate and master's degree programs or other course offerings, and community colleges and the technical institutions offering associate and technical degree programs or other courses through the Commonwealth Virtual University."

Responsibilities of the institutions include:

- Participating with CVU in identifying the postsecondary education needs of the citizens and employers in the Commonwealth.
- Identifying and developing distance learning courses, programs, and other credentialing mechanisms, that are responsive to the identified needs and that are consistent with institutional missions and the statewide Strategic Agenda.
- Reducing inefficiencies and improving quality in course and program offerings through inter-institutional cooperation, the use of distance learning technologies, and the application of contemporary instructional technologies.
- Identifying or developing high quality distance learning courses and programs that are competitive in the national and international market.

- Providing coordinated student, library, and academic support services for the CVU that meet the unique needs of CVU students.
- Participating in the CVU consistent with the CPE adopted policies and the statutory responsibilities of each institution.

Guiding Principles

Decision-making processes for all entities and organizations charged with planning, coordinating, operating, and regulating the CVU, including the CPE, the CPE-authorized CVU coordinating entity, the DLAC, DLAC Work Groups, and education providers, shall be guided by this policy statement in its entirety, including the following guiding principles.

The CVU shall:

- Implement the vision, goals, and objectives of the statewide strategic agenda for postsecondary education.
- Recognize institutional missions and their respective strategic plans.
- Effectively and efficiently utilize existing resources, including faculty, services, and information technology, to accomplish its goals.
- Capitalize on and create synergies among the educational resources and services of in-state institutions, both public and independent.
- Use regional, national, and international resources to meet the needs of students that cannot be met by in-state institutions.
- Use available state resources, including public schools, in the delivery of postsecondary education.
- Develop importing and outsourcing options where appropriate.
- Use educational best practices across the country and globe to conceptualize, develop, deliver, and evaluate instruction, student services where and when needed.
- Seek maximum transferability of credits among all institutions and programs, consistent with appropriate accreditation standards.
- Recognize the primary role of faculty in curriculum development.
- Promote faculty and staff reward and recognition systems that value innovative uses of alternative delivery systems.
- Recognize, evaluate and, where appropriate and feasible, adopt state-of-the-art technologies and processes that can best serve Kentucky's needs.
- Integrate, to the maximum extent possible, assessment of the CVU with the CPE's existing accountability and comprehensive data base systems.
- Address intellectual property and copyright issues.
- Produce high quality student learning.

Appendix D: CPE Expansion of Distance Learning Advisory Committee Scope (May 24, 2004)

At its May 11, 2004 meeting, the Distance Learning Advisory Committee concluded a review of postsecondary distance education issues and opportunities with a recommendation to the Council that the scope of DLAC be expanded beyond its enacted role.

CPE Action: The Distance Learning Advisory Committee recommends that the Council approve the expansion of the scope of DLAC to include not only its statutory mandate to advise the Council on the operations of the Kentucky Virtual University but also to address the coordination of policies, programs, support services, and infrastructure in support of distance education across all Kentucky postsecondary education institutions.

At its October 1, 2003, meeting, DLAC established an eLearning Steering Team to lead a review and exploration of the status and role of distance education coordination across Kentucky's postsecondary education institutions and agencies. Over 70 participants, appointed by DLAC members, conducted the review. The participants were organized into a writing team, an eLearning Steering Team, and four work groups (policy, programs, support services, and infrastructure). The findings of this review were presented to DLAC at the May 11, 2004, meeting in the report: "Issues & Opportunities: The Kentucky eLearning Strategic Framework." A copy of the report is available at: <http://unity.kctcs.edu/docushare/dsweb/View/Collection-4592>.

In order to better address and support the distance education opportunities identified in the report, the eLearning Steering Team has recommended the following goals for DLAC:

1. Develop the policies and relationships that fully utilize statewide institutional and agency resources.
2. Encourage and effectively support collaboration and coordination of distance education across the Commonwealth.
3. Support the identification, development, and delivery of high-quality distance education programs.
4. Ensure that Kentucky's teachers, faculty, and learners have access to support which enables success in learning and teaching across a multi-level, multi-course, multi-institution, multi-agency, and multi-site system of distance education.

The eLearning Steering Team also recommended a set of action items related to the goals (see following table). DLAC endorsed the goals, the expansion of its scope, and the action items and established a Distance Learning Steering Team (constituted from the current eLearning Steering Team members) to address their implementation.

The work of the last several months has documented the growing use and broad scope of distance education in Kentucky. The expansion of the scope of DLAC's work will provide much needed coordination of distance education efforts and better integration of the KYVU into Kentucky's distance education plan.

<i>DLAC Goal</i>	Proposed Actions
I. Develop the POLICIES AND RELATIONSHIPS which fully utilize statewide institutional and agency resources.	<p>Ensure consistent distance education data collection, analysis and reporting.</p> <ul style="list-style-type: none"> A. Produce a Kentucky Distance Education Annual Report that provides decision-making data and analysis for DLAC and institutional distance education planning. B. Work with statewide information technology committees to increase the coordination of statewide eLearning and distance education infrastructure throughout the Commonwealth.
II. Encourage and effectively support COLLABORATION and COORDINATION of distance education across the Commonwealth.	<p>Support and actively sustain the Kentucky distance education community.</p> <ul style="list-style-type: none"> A. Establish a Distance Learning Steering Team as the operational forum for addressing distance education issues. B. Utilize a Kentucky distance education listserv to increase awareness, understanding and participation in statewide distance education efforts. <p>Increase the advocacy of, and for, Kentucky distance education.</p> <ul style="list-style-type: none"> C. Expand the Kentucky presence in regional and national distance education policy and regulatory issues.
III. Support the identification, development and delivery of HIGH QUALITY distance education programs.	<p>Encourage the creation of distance education programs that meet the learning and training needs of Kentucky workers, employers, communities and citizens.</p> <ul style="list-style-type: none"> A. Conduct a needs assessment to identify academic and workforce development program needs that can be addressed by distance education. B. Support the investigation of instructional models that are highly efficient, effective, scalable and economical; especially those that increase the efficiency of high demand courses and programs through redesign of instructional delivery (such as an online general education core). C. Address the effective communication and marketing of distance education programs, and their value, to Kentucky education communities.
IV. Ensure that Kentucky's teachers, faculty and learners have meaningful ACCESS AND SUPPORT which enables success in learning and teaching across a multi-level, multi-course, multi-institution, multi-agency, multi-site system of distance education.	<p>Be a catalyst in establishing a network of Statewide Student Support Services.</p> <ul style="list-style-type: none"> A. Conduct distance education student focus groups as a precursor to statewide acquisition, management and maintenance of key support services. B. Work with teacher and faculty development work groups to identify and address faculty training issues. C. Address issues of accessibility in Kentucky distance education.

Appendix E: Distance Learning Advisory Committee Recommendations for KYVU Strategic Planning (March 22, 2006)

The KYVU Planning Workgroup was established by the Distance Learning Steering Team (DLST) to develop recommendations the DLST would consider for recommendation to the Distance Learning Advisory Committee (DLAC). These recommendations would address the most salient issues DLAC should address regarding the strategic planning efforts undertaken by the Kentucky Virtual University. The members of the KYVU Planning Workgroup are: Gary Pratt (NKU), Tad Pedigo (UK), Dennis Robinson (UofL), Dan Connell (MoSU), Sandy Cook (KCTCS), Myk Garn (CPE), Chela Kaplan (EPSB), Allen Lind (KYVU), Penny Armstrong (OEOD), Linda Pittenger (KDE), Michael Clark (KET), and Terry Magel (KSU).

The workgroup established five questions for discussion and development of recommendations. These questions are:

1. Who does KYVU serve?
2. In what ways should KYVU serve its constituencies?
3. What should be KYVU's core values or guiding principles?
4. Should KYVU call itself a "university?"
5. What is the proper advisory structure for KYVU?

The full DLST, after consideration and discussion, approved the following five recommendations March 16, 2006. The DLST now forwards these to the DLAC with the expectation DLAC will recommend KYVU consider these recommendations as part of the current KYVU strategic planning process.

1. Who does KYVU serve?

Issue: As KYVU looks to its future mission, it must determine its audiences. KYVU currently serves Kentucky's learners through partnerships with postsecondary education institutions and state agencies. As the postsecondary institutions continued to develop their own infrastructure to deliver distance learning, KYVU's role changed to also serve state agencies. With KCTCS implementing its own CMS, hosting the participation by postsecondary education continues to shift. KYVU is at a point of determining who it should serve and how those audiences should be served.

Recommendation: KYVU should serve as a facilitator and advocate for distance learning in Kentucky by bringing together collaborative partners among multiple audiences to promote lifelong learning in Kentucky. The primary audiences KYVU should recognize and include are Kentucky's postsecondary education institutions and its state agencies.

2. In what ways should KYVU serve its constituencies?

Issue: How should KYVU serve its multiple constituents? KYVU currently is a provider of many services. The types of services vary by constituent groups. As KYVU transitions between being primarily a provider of services to a broker, facilitator, and catalyst, it must be a good steward of limited resources.

Recommendation: In the role of broker, facilitator, and catalyst, KYVU will identify distance learning issues and bring together postsecondary institutions, state agencies, and other entities to collaboratively find solutions. The statewide Kentucky "virtual" collaborative environment should:

1. **Expand Programming.** Identify, convene, and lead initiatives for collaboration among postsecondary education, public education, state agencies, and others to discuss common issues, develop common solutions, and expand online education.
 - a. Be a focal point for data collection and analysis about distance learners and distance education.
 - b. Expand the amount of eLearning programs available to Kentuckians through targeted program development, i.e., increase number of online degree programs, completer degrees, professional development and workforce development initiatives, and accelerate efforts to help more Kentuckians successfully complete GED programs and transition to postsecondary education.
2. **Expand Capacity.** As a broker, enable and support common standards and technology solutions resulting in economies of scale through shared resources and common needs for consistent support toward lifelong learning, i.e., connectivity, KEN, KET, KYVL, statewide CMS, helpdesk, and live communications. As a catalyst, encourage and support innovative technology-based approaches for teaching and learning that increase the attend ability and instructional capacity of instruction its partners make available i.e., interactive approaches - gaming and simulations, shared content objects, and online tutoring services.

3. **Reduce Barriers.** Partner with CPE to reduce policy and practice barriers that prevent lifelong learning and advocating for access through the latest technologies. Identify and address policy issues including increasing transfer, identification and utilization of common competencies, agency training converted to credit, and career paths.
4. **Market Opportunity.** Connect Kentuckians to postsecondary, workforce education/training, professional development, and career pathways, and K-20. Create and expand awareness of multiple and diverse distance learning opportunities, matching them with learner needs, through marketing of distance learning opportunities offered by postsecondary institutions, school districts, state agencies, and other entities to meet identified needs in the Commonwealth.
5. **Expand Support Services.** Bring together postsecondary education, public education, libraries, state agencies, and others developing collaborative strategies supporting eLearning in the Commonwealth. Facilitate collaborative testing and adoption of new technologies in support of teaching, learning, and research within the libraries, and for the citizens of Kentucky. Enhance collaborative efforts of the Kentucky Virtual Library, including expansion of licensed databases and the addition of multi-media collections, learning objects, curriculum support materials, and additional resources for all KYVL constituents and partners.

3. What should be KYVU's core values or guiding principles?

Issue: The SACS Special Committee recommended "that a clear and comprehensive mission statement be formulated which guides its (KYVU) continuing operations and development..." A first step in the process of developing a mission and strategic plan is to identify guiding principles that will provide a framework for the development of a mission statement and a strategic plan. The mission and plan will be guided by the "Five Questions" of the Public Agenda:

1. Are more Kentuckians ready for postsecondary education?
2. Is Kentucky postsecondary education affordable for its citizens?
3. Do more Kentuckians have certificates and degrees?
4. Are more college graduates prepared for life and work in Kentucky?
5. Are Kentucky's people, communities, and economy benefiting?

Recommendation: The workgroup recommends that KYVU consider the following "guiding principles" as it formulates its strategic plan:

1. Enable providers to identify and use best practices and offer the highest quality services to students connecting Kentuckians to postsecondary, workforce education and training, professional development, and career pathways, and K-20.
2. Convene and facilitate opportunities to collaborate and advance access to education through technology.
3. Maximize benefits to learners by being a good steward of resources.
4. Reduce redundancies by being an equitable broker, a bridge and, a transparent connection facilitating cooperation between institutions, agencies, and learners.
5. Incubate and support innovative approaches to teaching, learning, and research utilizing educational technology.
6. Support quality improvement efforts to continually assess educational technology.

4. Should KYVU call itself a "university?"

Issue: The SACS findings raised the question of whether it is appropriate to use the term "university" when referring to KYVU. Since the postsecondary institutions award degrees, offer the courses, maintain accreditation standards, and have responsibility for faculty, it may not be appropriate for KYVU to be labeled as a "university." Institutions feel use of the term "university" is not appropriate while agencies have indicated it is not required.

Recommendation: The KYVU should not use the term "university." The KYVU should explore alternative names which retain the brand awareness of KYVU while more clearly denoting its evolving mission and role in Kentucky's postsecondary education environment.

5. What is the proper advisory structure for KYVU?

Issue: In its report of June 15, 2005, the SACS Special Committee recommended that “the Distance Learning Advisory Committee take an active role in fulfilling its statutory requirement, i.e., making recommendations to the CPE regarding policies ‘to be used by the Commonwealth Virtual University’. The CPE endorsed expanding the scope of DLAC and established a Distance Learning Steering Team to address implementation of:

“the expansion of the scope of DLAC to include not only its statutory mandate to advise the Council on the operations of the Kentucky Virtual University but also to address the coordination of policies, programs, support services, and infrastructure in support of distance education across all Kentucky postsecondary education institutions” (May 24, 2004).

While this better addressed the need for on going operational discussions, it did not address inclusive representation of a growing distance learning community, including adult education and other state agencies.

Recommendation: In order to ensure a broad representation of distance learning communities and interests, DLAC should:

1. Establish an Executive Committee. The Executive Committee shall be charged to ensure that issues from all Kentucky distance learning communities are equitably and adequately addressed. The primary functions of the Executive Committee shall be to (a) review and recommend when necessary membership of DLAC and DLST and (b) set meeting agendas for DLAC and DLST sessions. Executive Committee membership shall consist of the DLAC chair, the DLST chair and vice chair, KVHS director, and the CEO of the KYVU. To ensure the primary communities of postsecondary education academia and state agency training are represented, the DLST chair and vice chair positions should each be filled with an alternating representative from academic and agency communities.
2. Establish Official and Adjunct DLST Members. Each member of DLAC will nominate a representative for the DLST. These designees of official DLAC members will comprise the voting membership of the DLST. Additional academic and agency representatives may attend, participate in, and serve on the DLST as adjunct members.
3. Add members to DLAC. The executive director of the Office of Employee and Organizational Development, the executive director of the Education Professional Standards Board, the vice president of Kentucky Adult Education, and the President of ConnectKentucky should be appointed to DLAC. The DLAC membership should be revised by other appointments as needed.

Appendix F: KYVU Strategic Planning Milestones & Future Timeline

Dates	Milestones
May 1-4, 2005	SACS Special Committee visits KYVU.
June 15, 2005	Report of the Special Committee sent to KYVU with October 1, 2005 deadline.
June 30, 2005	The Distance Learning Steering Team, the operational group of the DLAC, meets.
July 1, 2005	CPE hires Allen Lind as KYVU Chief Executive Officer.
September 1, 2005	Deadline for response extended until April 1, 2006.
September 29, 2005	DLST meets to discuss the Report of the Special Committee.
October 5, 2005	Distance Learning Advisory Committee (DLAC) assigns operational charge of assisting KYVU to the DLST.
October 2005	KYVU initiates Strategic Planning Process.
October 11, 2005	CPE/KYVU SACS Response team begins bi-weekly meetings.
November 18, 2005	KYVU convenes 69 representatives of instructional partners for day-long analysis of their expectations for KYVU and its Strengths, Weaknesses, Opportunities, and Threats (SWOT).
December 13, 2005	DLST meets.
December 16, 2005	KYVU Staff Day-long Strategic Planning Retreat.
January 11, 2006	KYVU and CPE staffs meet in day-long retreat for a similar SWOT analysis.
January 26, 2006	DLST meets.
February 6, 2006	DLST – KYVU Planning Workgroup begins meeting to develop recommendations for DLAC.
February 16, 2006	DLST meets.
February 17, 2006	KYVU conducts focus groups of instructors and students using KYVU services.
February 22/25, 2006	KYVU staff spends one and a half days developing KYVU draft versions of mission and vision statements and core values.
March 16, 2006	DLST Approves KYVU Planning Workgroup Recommendations.
March 22, 2006	DLAC Approves DLST Recommendations for KYVU Strategic Planning Process.
April 1, 2006	KYVU response to the Report of the Special Committee submitted to SACS.
April 2006	KYVU develops draft of KYVU Strategic Plan <ul style="list-style-type: none"> – Mission & values statements – Strategic Directions
April 2006	KYVU works with DLST/KYVU Planning Workgroup to review Strategic Plan.
April 2006	DLST meets for interim discussion of KYVU Strategic Plan.
April 2006	General Assembly FY 2006-08 funding approved.
April 2006	Environmental scan to profile state and systemwide virtual entities starts.
May 23, 2006	Chief Academic Officer Focus Group
May 2006	KYVU & DLST/KYVU Planning Workgroup review and finalize Strategic Plan draft.
June 2006	Expanded Chief Academic Officer and Agency review of KYVU Vision, Mission, and Goals
July 10, 2006	CPE Quality & Accountability Policy group review of KYVU Strategic Plan

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August 1, 2006	DLST meets to recommend KYVU Strategic Plan to DLAC.
August 14, 2006	CPE Quality & Accountability Policy group review of KYVU Strategic Plan
August 22, 2006	DLAC meets to review and endorse KYVU Strategic Plan.
September 2006	Profile of state and system-wide virtual entities complete.
September 17, 2006	CPE meets to approve KYVU Strategic Plan.
Fall 2006	Convene multiple partners to increase statewide use of Quality Matters methodology.
Fall 2006	KYVU establishes assessment and evaluation cycles to assess student, faculty, and partner needs for support services.
Fall 2006	Assessment of KYVU student services staffing needs, as defined by its mission, will be completed.
October 2006	2006-07 KYVU Work Plan complete
October 2006	Initial performance metrics to regularly assess the effectiveness of KYVU academic support services will be established and piloted.
February 2007	The KYVU catalog will be upgraded to capture evidence demonstrating each program for which academic credit is awarded (1) is approved by the KYVU provider institution's faculty and administration, (2) adheres to the KYVU Principles of Good Practice, and (3) is evaluated for its quality, effectiveness, and student learning outcomes.
April 2007	Development of 2007-08 KYVU Work Plan begins.
July 2007	Systematic assessments analyzed.
August 2007	Quantitative data for performance metrics demonstrated.
November 2007	Review of KYVU Strategic Plan
January 2008	KYVU effectiveness assessment metrics and process will be reviewed to determine whether KYVU is using assessment results to adequately meet the academic support needs of its students and partners.
April 2008	Revisions to the KYVU effectiveness assessment metrics and process completed.
May 2008	Evidence available to demonstrate that the use of KYVU technology systems and services are appropriate for meeting the objectives of its programs, the needs of online students using KYVU services, and the goals of the Kentucky Council on Postsecondary Education.

Appendix G: KYVU Partners

Universities	<ul style="list-style-type: none">• Eastern Kentucky University• Kentucky State University• Morehead State University• Murray State University• Northern Kentucky University• Sullivan University• University of Kentucky• University of Louisville• Western Kentucky University
Kentucky Community and Technical College System	<ul style="list-style-type: none">• Ashland Community and Technical College• Big Sandy Community and Technical College• Bowling Green Technical College• Bluegrass Community and Technical College• Elizabethtown Community and Technical College• Gateway Community and Technical College• Hazard Community and Technical College• Henderson Community College• Hopkinsville Community College• Jefferson Community and Technical College• Madisonville Community College• Maysville Community and Technical College• Owensboro Community and Technical College• Somerset Community College• Southeast Community and Technical College• West Kentucky Community and Technical College
Other Providers: Professional Training and Career Development	<ul style="list-style-type: none">• Association of Independent Kentucky Colleges & Universities (AIKCU)• Department of Technical Education, Cabinet for Workforce Development• Elizabethtown Technical College• Kentucky Adult Education• Kentucky Education Professional Standards Board (EPSB)• Kentucky Virtual High School• Bluegrass Community and Technical College, Continuing Education and Workforce Development• University of Louisville, Division of Distance and Continuing Education

GLOSSARY

ADL Co-Lab

The Advanced Distributed Learning (ADL) Initiative was conceptualized to enable global access to and reuse of learning content through development of industry-supported guidelines and specifications. This initiative is a structured, adaptive, collaborative effort between the public and private sectors to agree to the standards necessary to build the tools and content for the future learning environment. Through an agreement between the Department of Defense and the University of Wisconsin and Wisconsin Technical College Systems, the Academic Advanced Distributed Learning (ADL) Co-Laboratory was established in Madison, Wisconsin. The Academic ADL Co-Lab, operating in a collaborative standards-based environment, identifies, assesses, develops and disseminates distributed learning tools and strategies which allow the education community to deliver innovative, effective, high quality education anytime and anywhere. V

ANGEL Course Management System

The ANGEL course management software was developed by ANGEL Learning of Indianapolis, Indiana. Recognized as the leader in product innovation, these proven, powerful systems allow instructors to easily and efficiently manage instruction, develop sophisticated, collaborative learning experiences, and, most importantly improve learning outcomes. The ANGEL CMS and ePortfolio products are licensed by KYVU to support online learning efforts in Kentucky.

Association of Independent Kentucky Colleges and Universities (AIKCU)

The Association of Independent Kentucky Colleges & Universities serves as the collective voice of independent – sometimes referred to as private – colleges and universities in Kentucky. AIKCU represents its member institutions in public policy issues related to higher education at the state and federal levels, raises funds for student scholarships, and facilitates information sharing and collaboration between our members to help them contain costs and provide the highest quality education to their more than 26,000 students.

BlackBoard

A course management system currently under statewide consortial license for use at Kentucky's public postsecondary education institutions and the Kentucky Virtual High School. Kentucky licenses the BlackBoard Academic Suite, the flagship course management product of Blackboard. The Blackboard Academic Suite enables users to: teach using advanced tools, build community across the campus, share educational content, deploy a common look and feel across the entire suite, and benefit from dramatically lower data and application integration costs.

Course Management Software (CMS)

Software products designed to enable development, delivery, and management of learning via the Internet. A CMS enables an instructor to deliver content, testing, feedback, and other communications. Examples of CMSs used in Kentucky include BlackBoard and ANGEL.

Connect Kentucky

ConnectKentucky is an alliance of leaders in private industry, government, and universities. These leaders work together to develop the most effective technological infrastructure for Kentucky. Ultimately, this level of teamwork means that Kentucky is a better place for business and a better place to live.

Connected Learning in Kentucky (CLiK)

The Connected Learning in Kentucky or CLiK group was originally comprised of the Kentucky's postsecondary education institutions that had licensed BlackBoard. The primary focus of CLiK was to negotiate a common price structure for their BlackBoard licenses and to hold an annual conference to share best practices in BlackBoard administration and online learning instructional development.

Copyright Clearinghouse

The Copyright.com is the online service center for Copyright Clearance Center, the world's largest provider of copyright licensing solutions for the information industry. At copyright.com, you can get permission to use content from millions of works, including the leading titles in science, medicine, technology, news, business and more. And publisher, authors and other creators can license the rights to their works.

Course Applicability System (CAS)

The Course Applicability System (CAS) takes higher education institutions to a new level in student services. CAS provides the ability to publish Course Equivalency Guides, Academic Programs, Courses Offered, Transfer Course Evaluations, and Degree Audit Reporting in a Web environment. Information is easily retrieved from a CAS site on the internet by students, faculty, and the interested public. Students contemplating a transfer may submit their coursework to any institution within the CAS network for evaluation against that institution's academic programs. CAS provides information on courses, course equivalencies, and program requirements at a CAS institution to anyone who accesses a CAS Web site. For students who become a "CAS Member", CAS provides information on how their specific coursework will transfer and apply towards a degree at a CAS institution.

Commonwealth Office of Technology (COT)

COT is an office in the Finance and Administration Cabinet. COT provides the leadership, policy direction and technical support to all executive branch agencies of state government in the application of information technology (IT) and the delivery of information services. Our goal is to transform the Commonwealth's use of IT to improve the efficiency of state government and our delivery of services.

Distance Learning Advisory Committee (DLAC)

The Distance Learning Advisor Committee is the statutorily created primary recommending body for KYVU and distance learning in Kentucky. DLAC is comprised of institutional, agency, and associated state level leaders. It is the primary recommending body for KYVU, and to the Council for distance learning issues.

Distance Learning Steering Team (DLST)

The Distance Learning Steering Team (DLST) was created by DLAC in 2004 to serve as the primary operational body for DLAC.

ecosystem

In biological terms an ecosystem is a complex, dynamic community of individual groups, interacting with each other as a functional unit, plus the environment in which they live and react. Kentucky's eLearning ecosystem is no different.

Education Professional Standards Board (EPSB)

The Education Professional Standards Board was established as part of the 1990 Kentucky Education Reform Act to oversee the education profession. EPSB is the standards and accreditation agency for Kentucky teachers and administrators and for programs of education at Kentucky colleges and universities.

EDUCAUSE

The association of postsecondary education academic computing and information technology professionals.

eLearning

The term "eLearning" or "electronic learning" encompasses a broad range of technologies used to teach. Using this term connotes an explicit inclusion of a much broader range of instructional activities, concerns, and opportunities with those of distance learning. While distance learning is certainly a prominent subset of eLearning, this term also aggregates uses of technology to support learning on-campus, at work, and at home as well.

eLearning Resource Management Assistant (eRMA)

eRMA supports online registration, single sign on, course catalog, management of learner's and instructor's information, report generation, and integrates course management systems and online products such as PLATO, WIN, LiteracyLink, and Learning to Teach With Technology.

Elluminate

Elluminate is a leading provider of live Web conferencing and eLearning solutions for the real-time organization. Serving corporate and academic sectors, the company ensures the best user experience through superior quality VoIP, communications that are in-sync regardless of connection speed, broad cross-platform support, and advanced yet easy-to-use moderator tools.

Faculty Development Work Group (FDWG)

The Faculty Development Workgroup seeks to enhance postsecondary teaching and learning, especially through the use of technology, and the Kentucky Virtual University (KYVU).

GoHigherKy.org

Funded and managed by the Kentucky Higher Education Assistance Authority, the Go Higher KY Web site is a complete guide to attending college in Kentucky. By taking a few minutes to create a student account on Go Higher KY, you can automatically insert your information into financial aid and college applications, visit campuses virtually, explore career options, get adult education information, and receive help transferring to another school.

Internet 2

Internet2 is a not-for-profit advanced networking consortium comprising more than 200 U.S. universities in cooperation with 70 leading corporations, 45 government agencies, laboratories and other institutions of higher learning as well as over 50 international partner organizations. Internet2 members leverage our high-performance network infrastructure and extensive worldwide partnerships to support and enhance their educational and research missions.

Interactive television (ITV)

Television programs utilizing dedicated compressed video connections over the Internet that allow both students and teachers to see, hear and respond to each other via video and audio in real-time.

Kentucky Educational Television (KET)

Kentucky Educational Television signed on the air in September 1968 as Kentucky's statewide public broadcasting network. Today, KET delivers the PBS national schedule; our own wide range of local arts, cultural, documentary, and public affairs productions; and adult education programs and college-credit telecourses to viewers throughout Kentucky and in parts of seven surrounding states.

KET Encyclomedia

KET EncycloMedia is a comprehensive Internet-based learning service offered free to Kentucky public schools, turns this fantasy into reality. The result of a partnership between KET and the Kentucky Department of Education, KET EncycloMedia offers teachers and students more than 5,000 videos, 50,000 video clips, and thousands of digital images, all searchable by keyword, content area, grade level, and Kentucky academic standards.

Kentucky Educational Network (KEN)

Approved by the Kentucky General Assembly in 2006 the Kentucky Education Network (KEN) will be a high-speed education centric network. The purpose of KEN is to facilitate the development, deployment, and operation of a set of seamless P-16 applications. It will support advanced research and education applications in order to further Kentucky's educational agenda. It will connect every college, university, and K-12 school district in the state to enhance the learning experience of students at all educational levels, regardless of geographic location. Also connected will be the agencies of the Education Cabinet and their statewide locations.

Kentucky Tele-Linking Network (KTLN)

The Kentucky Tele-Linking Network (KTLN) is a fully duplex, voice, video and data network designed to address the needs of the Commonwealth by providing distance education, including credit and non-credit courses, professional development, and tutoring; resources for economic development, including access to global databases and government-to-government services to help open new markets; and health and human services, including telemedicine, remote diagnostics, and case management.

Kentucky Virtual University (KYVU)

The Kentucky Virtual University (KYVU), created with passage of the Kentucky Postsecondary Education Improvement Act of 1997, plays a critical role as a statewide advocate for access to learning through technology, a convener of partners that use resources effectively, and a catalyst for innovation and excellence in eLearning.

The Kentucky Telecommunications Consortium

The Kentucky Telecommunications Consortium (KTC) was created by the state legislature in 1978 for the purpose of providing college-credit television courses to distance learners throughout the Commonwealth. The KTC licenses quality telecourses for which the majority of participating colleges and universities can grant credit. KET now broadcasts 12 telecourses during the spring and fall semesters, with 20-25 participating institutions offering credit each semester, and six telecourses during the summer semesters, with 14-18 participating institutions.

Kentucky Virtual High School (KVHS)

The Kentucky Virtual High School is an educational service managed by the Kentucky Department of Education to expand student access to challenging high school curriculum. Through the KVHS, Kentucky schools can provide students with access to a wider range of coursework, with more flexibility in scheduling, with the opportunity to develop their capacities as independent learners, and with increased time and opportunity to achieve because learning online is neither time nor place dependent. KVHS courses are open twenty-four hours a day, seven days a week.

Kentucky Department of Education (KDE)

The Kentucky Department of Education is a service agency of the Commonwealth of Kentucky. The department provides resources and guidance to Kentucky's public schools and districts as they implement the state's K-12 education requirements. The department also serves as the state liaison for federal education requirements and funding opportunities.

Kentucky Early Mathematics Testing Program (KEMTP)

The Kentucky Early Mathematics Testing Program (KEMTP) provides on-line testing to help high school students determine their level of preparedness for learning mathematics at the college level. The program offers a voluntary, online mathematics test intended primarily for high school sophomores and juniors in Kentucky. The test provides students an assessment of their mathematical preparation for college early enough so that they can improve their mathematical preparation while still in high school and thereby avoid placement into remedial courses in college and increase their chances of success in college-level mathematics and science courses.

Kentucky Higher Education Academic Computing Conference (KHEACC)

The annual conference for academic computing. In recent year KHEACC has partnered with CLiK and SAALCK in the “Breaking Down Barriers” technology conference.

Kentucky Higher Education Assistance Authority (KHEAA)

The Kentucky Higher Education Assistance Authority (KHEAA) is a public corporation and governmental agency and instrumentality of the Commonwealth established in 1966 to improve students' access to higher education. To that end, KHEAA administers several financial aid programs and disseminates information about higher education opportunities.

KATS Network

The KATS Network is the Kentucky Assistive Technology project operating within its lead agency, the Office for the Blind, Education Cabinet. It consists of a statewide network of organizations and individuals connecting to enhance the availability of assistive technology devices and services to improve the productivity and quality of life for individuals with disabilities. Through advocacy activities and capacity building efforts, the mission of this collaborative system is to make assistive technology information, devices and services easily obtainable for people of any age and any disability.

KYVU4K12

The KYVU4K12 initiative serves a wide variety of Kentucky institutions, parents and children supporting Title I Improvement Schools in Kentucky. In November 2002 the Kentucky Department of Education (KDE) approved the KY Virtual University (KYVU) to be on its list of providers of supplemental educational services in accordance with the federal "No Child Left Behind (NCLB) Act of 2001." Through its KYVU4K12 initiative the KYVU offers easy access to online curriculum targeted specifically for Kentucky's grade school students that it has licensed from PLATO as well as student learning opportunities and teacher professional development for credit recovery, after-school services or individual learning remediation services.

Law Enforcement Training of Kentucky (LETKy)

KYVU managed site for the Department of Criminal Justice Training (DOCJT), a nationally recognized agency that provides state-of-the-art training to law enforcement officers in Kentucky. It is one of four departments in the Kentucky Justice and Public Safety Cabinet. The DOCJT provides entry-level and professional-development training for approximately 12,000 students each year, including city, county, airport and state university police officers, sheriffs, deputy sheriffs, coroners and law enforcement telecommunicators. DOCJT also offers training to officers from other state and federal agencies.

Learning to Teach with Technology Studio

The Learning to Teach with Technology Studio (LTTS) is an online professional development system to help teachers learn to integrate technology into their content-focused teaching. Managed by the School of Education at Indiana University, it is provided to Kentucky teachers through the KYVU/EPSTB KyEducators.org site.

Link2Go

The Link2Gov and e-Payment Gateway vendors provide payment validations and transactions for financial transactions via KYVU.

LiteracyLink

LiteracyLink, through its partnership with the Public Broadcasting System, provides a link for underserved and hard-to-reach adults and their teachers to quality adult basic education and GED preparation tools using technology. Combining video, the Internet, and print materials, LiteracyLink programs are relevant to the needs of the individual learner, adult instructional programs, and the workforce.

Office for Vocational Rehabilitation (OVR)

The Kentucky Office of Vocational Rehabilitation assists eligible individuals with disabilities achieve their employment goals. In Fiscal Year 2005, 4995 Kentuckians became successfully employed or maintained employment with the help of qualified rehabilitation professionals. The office employs approximately 140 rehabilitation counselors in over 50 offices covering all 120 counties in Kentucky.

Kentucky Commission on the Deaf and, Hard, of Hearing

The Kentucky Commission on the Deaf and Hard of Hearing was established by appropriation from the Kentucky Legislature during the 1982 session. Eleven Commissioners were designated to serve on the Commission. In 1990, the law was amended to increase the number of Commissioners to fourteen. In 1992, the law was again amended to change the name to the Kentucky Commission on the Deaf and Hard of Hearing (KCDHH).

Office for Employee and Organizational Development (OEOD)

The Office for Employee & Organizational Development (OEOD) is in the business of change - helping to improve individual and organizational performance throughout Kentucky government. It acts as the catalyst for change in government organizations through its employee training and organizational consulting services. OEOD consists of

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the following three main areas of emphasis: Employee Development, Organizational Development, and Performance Management.

Office for the Blind (OFB)

The Kentucky Office for the Blind is a state government rehabilitation agency that offers assistance to persons who are blind or visually impaired. Kentucky Office for the Blind also provides various services for employers interested in hiring or accommodating workers who have a vision loss.

P-16

Kentucky has several initiatives to ensure a seamless educational environment from pre-school through postsecondary education. The P-16 Council was formed to help Kentucky achieve its ambitious goals for education reform by improving cooperation and communication among elementary, secondary, and postsecondary teachers and administrators. Kentucky trails national averages for percentages of its population that go to college, persist, and graduate. The P-16 Council champions initiatives that motivate Kentuckians to complete high school and postsecondary education. The primary objectives of the P-16 Council are: Aligning the curriculum and requirements between high schools and colleges to make clear what every student needs to know and be able to do at each educational level; raising the quality of teachers through improved preparation and professional development, increasing the number and diversity of students attending college by stressing programs that persuade parents and students to plan early for advanced education.

PLATO Web Learning Network

Provided under license from PLATO Learning, Inc. the PLATO Learning Network provides courseware that includes thousands of hours of basic to advanced level instructional content for K-adult learners.

Quality Matters

The Quality Matters™ project, sponsored by MarylandOnline, Inc. (MOL), has generated widespread interest and received national recognition for its peer-based approach to quality assurance and continuous improvement in online education. With the conclusion of three years of support from the Fund for the Improvement of Postsecondary Education (FIPSE), MOL is transitioning the Quality Matters project into a self-supporting program through institutional subscriptions, license agreements, and a range of fee-based services.

State-Assisted Academic Library Council of Kentucky (SAALCK)

Kentucky's statewide association of postsecondary education libraries serving the community of users at Kentucky's colleges and universities by working together to promote and improve library services, technology, and access to knowledge.

Sloan-C

The purpose of the Sloan Consortium (Sloan-C) is to help learning organizations continually improve quality, scale, and breadth of their online programs, according to their own distinctive missions, so that education will become a part of everyday life, accessible and affordable for anyone, anywhere, at any time, in a wide variety of disciplines. Created with funding from the Alfred P. Sloan Foundation, Sloan-C encourages the collaborative sharing of knowledge and effective practices to improve online education in learning effectiveness, access, affordability for learners and providers, and student and faculty satisfaction.

SREB – EC

SREB's Electronic Campus was launched in January, 1998 as an "electronic marketplace" of online courses and programs from the South's colleges and universities. The Electronic Campus was designed to provide learning opportunities from accredited colleges and universities that offered courses and programs that exceed SREB's Principles of Good Practice. The Electronic Campus is a comprehensive source for information about higher education opportunities in the South whether traditional campus study or e-learning.

Southern Association of Colleges and Schools (SACS)

The Commission on Colleges of the Southern Association of Colleges and Schools is the recognized regional accrediting body in the eleven U.S. Southern states (Alabama, Florida, Georgia, Kentucky, Louisiana, Mississippi, North Carolina, South Carolina, Tennessee, Texas and Virginia) and in Latin America for those institutions of higher

education that award associate, baccalaureate, master's or doctoral degrees. The Commission on Colleges is the representative body of the College Delegate Assembly and is charged with carrying out the accreditation process.

Science, Technology, Engineering, Math (STEM)

Denotes the STEM subjects (science, technology, engineering and mathematics) which are programmatic and discipline emphasis areas for Kentucky.

Shared Content Object Repositories for Education (SCORE)

SCORE membership is limited to SREB state education agencies and schools or colleges designated by the state agency. Each participating state provides the assurance of accuracy, completeness and quality of digital course content – learning objects – in conformance with SREB's Principles of Effective Learning Objects guidelines. SCORE places reviewed course content in databases (repositories) to which all participating states have access. These modular pieces of course content – learning objects – are then easy for teachers and faculty to access and use to improve the quality of their courses.

Shibboleth

Shibboleth is standards-based, open source middleware software which provides Web Single SignOn (SSO) across or within organizational boundaries. It allows sites to make informed authorization decisions for individual access of protected online resources in a privacy-preserving manner.

Telecourse

A telecourse is a coordinated learning system based on a series of television programs. It is supplemented by printed materials (text, study guide, readings) and local faculty involvement in the form of lectures, and/or consultation. The telecourse programs may be viewed in a variety of ways. Most are broadcast over local cable stations.

Universal Coordinated Advising Network (UCAN)

The University Coordinated Advising Network (U CAN) is a statewide program to link current and prospective students to resources throughout the state to get advice and information about postsecondary education. U CAN “members” will be service providers such as postsecondary institutions, KHEAA, KDE, high school counselors, Adult Education centers, TRIO programs, and other groups that serve as contact points for learners to get information, and/or to be provided services such as advising or financial aid. All interactions with students will be tracked in a common system to ensure no inquiry falls through the cracks and everyone is current about the status of the inquiry. There is also the potential to reach out to students who have contacted U CAN to keep them informed of options for learning as well as to track the outcomes of their learning.

uPortal

The uPortal endeavour is an collaborative open-standard development project using Java, XML, JSP and J2EE Five institutions are doing the actual coding, with additional help from Java programming specialists from Interactive Business Solutions Inc. The purpose of the uPortal framework is to provide post secondary institutions with a Web interface that meets the individual needs of these institutions.

Virtual Library Advisory Committee (VLAC)

The Virtual Library Advisory Committee is the recommending body to the Kentucky Virtual Library. VLCA is comprised of representatives from state, public, and institutional libraries.

Western Cooperative for Educational Telecommunications (WCET)

WCET - the Western Cooperative for Educational Telecommunications, founded by the Western Interstate Commission for Higher Education in 1989, is a membership-supported organization open to providers and users of educational telecommunications. WCET responds to its members' needs by anticipating and directing change. It conceptualizes new institutional frameworks and delivery systems, assesses the potential of new technologies and learning resources, and proposes appropriate public policy directions.

WIN Career Solutions

Provided under license from Worldwide Interactive Network, Inc. (WIN), the online Career Solutions services enable life-learning via Web-based technologies.